DESIGNING TPR-BASED SHORT TRAINING PROGRAM
FOR EDUCATORS AND EDUCATOR ASSISTANTS OF
CERIA KINDERGARTEN DEMANGAN BARU

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements
to Obtain the Sarjana Pendidikan Degree
in English Language Education

By
Theresia Heny Freny Ulukyanan
Student Number: 101214097

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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FACULTY OF TEACHERS TRAINING AND EDUCATION
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Dedication Page

Don’t lose hope.
(You never know what tomorrow will bring.)

This thesis is dedicated to

Ms. Katrin and Gizel, Her Baby.

“May They Rest In Peace”
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, January 23rd, 2015

The Writer

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Theresia Heny Freny Ulukyan
ABSTRACT


Nowadays, the awareness of introducing English is increasing among schools. One of the schools is Ceria kindergarten Demangan Baru. Ceria Kindergarten is a private school which considers English as a foreign language that pupils need to be familiar with. In this case, the school realized that introducing English to the pupils needs appropriate method and the school desired to recognize the method for them to apply by themselves. In order to fulfill the need, the researcher decided to propose a short training program to introduce a method called Total Physical Response. The researcher combined the TPR with songs and chants in order to vary the way to acquaint English to the pupils.

There were two research problems discussed in this study. They were (1) how is the TPR-Based short training program for educators and educator assistants of Ceria Kindergarten Demangan Baru designed? and (2) what does the TPR-Based short training program for Educators and educator assistants of Ceria Kindergarten Demangan Baru look like?

In order to answer the first question, the researcher adapted and applied Graves’ course design model. The steps were (1) defining the context, (2) articulating beliefs, (3) assessing needs, (4) formulating goals and objectives, (5) conceptualizing content, (6) organizing the course, (7) developing the materials, and (8) designing assessment plans. All this steps were matched with steps in Research and Development (R&D) which were proposed by Borg and Gall. There were six from ten steps the researcher considered in this study. They were (1) research and information collecting, (2) planning, (3) developing the preliminary form of product, (4) preliminary field testing, (5) main product revision, and (6) implementation.

To answer the second question in this study, the researcher reported the implementation of the design. The implementation took three days and each of the days had different topics. The topics were TPR Song in the first day, TPR Chant in the second day, and Micro Teaching in the third day. Based on the evaluation results, the researcher found the strength and the weakness of the program. The researcher found that the program can meet some of the goals. The participants become more aware of the way to teach English to young learners, be familiar with the TPR, and develop a greater understanding of the benefits and the way to use the TPR. However, the researcher realized that the short program was still not enough to unlearn the participants’ old habits. One of the habits was the use of complex language. Considering the results, several beneficial suggestions were provided to the participants and future researchers.

Keywords: Total Physical Response, Training Program, Kindergarten.
ABSTRAK


Terdapat dua rumusan masalah yang didiskusikan dalam studi ini. Rumusan-Rumusan masalah tersebut adalah (1) bagaimana program pelatihan singkat mengenai TPR untuk para guru dan asistent guru di TK Ceria Demangan Baru didesain? dan (2) seperti apa program pelatihan tersebut?


menindaklanjuti hasil penelitian, beberapa saran yang berguna telah disediakan kepada para peserta dan peneliti-peneliti yang akan datang.

*Kata kunci*: Total Physical Response, Training Program, Kindergarten.
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TABLE OF CONTENTS

Page

TITLE PAGE .......................................................................................................................................... i
APPROVAL PAGE (1) ......................................................................................................................... ii
APPROVAL PAGE (2) ........................................................................................................................ iii
DEDICATION PAGE ........................................................................................................................... iv
STATEMENT OF WORK’S ORIGINALITY ...................................................................................... v
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI ........................................................ vi
ABSTRACT....................................................................................................................................... vii
ABSTRAK .......................................................................................................................................... viii
ACKNOWLEDGEMENTS ................................................................................................................... x
TABLE OF CONTENTS ...................................................................................................................... xii
LIST OF TABLES ............................................................................................................................. xv
LIST FIGURES .................................................................................................................................... xvi
LIST OF APPENDICES ...................................................................................................................... xvii

CHAPTER I. INTRODUCTION
A. Research Background................................................................................................................... 1
B. Research Problems ..................................................................................................................... 6
C. Problem Limitation .................................................................................................................... 6
D. Research Objectives ................................................................................................................... 6
E. Research Benefits ....................................................................................................................... 7
F. Definition of Terms ..................................................................................................................... 8

CHAPTER II. REVIEW ON RELATED LITERATURE
A. Theoretical Description .............................................................................................................. 11
   1. Graves’ Course Development Processes ............................................................................. 11
      a. Defining the Context .......................................................................................................... 12
b. Articulating Beliefs.............................................................. 12

c. Conceptualizing Content.................................................. 13

d. Formulating Goals and Objectives ..................................... 13

e. Assessing Needs................................................................. 14

f. Organizing the Course....................................................... 14

g. Developing Materials......................................................... 15

h. Designing an Assessment Plan ........................................... 15

2. Young Language Learner’s Characteristics............................16

3. Total Physical Response .....................................................19

4. Songs and Chants ..............................................................25

B. Theoretical Framework ..........................................................26

CHAPTER III. METHODOLOGY

A. Research Method .................................................................30

B. Research Setting ...................................................................35

C. Research Participants ............................................................35

D. Instruments and Data Gathering Technique ...............................37

E. Data Analysis Technique .......................................................38

1. Pre Data Collection ................................................................38

2. Post Data Collection ............................................................39

F. Research Procedure ...............................................................40

CHAPTER IV. RESEARCH RESULTS AND DISCUSSION

A. The Design of TPR-based Short Training Program .....................42

1. Research and Information Collecting .........................................42

   a. Defining Context ................................................................42

   b. Articulating Beliefs .........................................................43

       1) Researcher’s Belief about language ..............................44

       2) Researcher’s Belief about language Learning ..............44

   c. Assessing the Needs .........................................................45
2. Planning ..............................................................................49
   a. Conceptualizing Content..............................................49
   b. Formulating Goals and Objectives ..............................52
3. Developing Preliminary Form of Product.........................53
   a. Organizing the Program ..............................................53
   b. Developing the Materials ............................................54
      1) Formulating the Activities ......................................55
      2) Producing the Module ............................................58
   c. Designing Assessment Plans .......................................61
4. Preliminary Field Testing ...............................................63
5. The Main Product Revision .............................................65
6. Implementation .............................................................69

B. The Presentation and Results of the Training Program
1. The Description of the Training Program .........................70
   a. Day ...........................................................................170
   b. Day ...........................................................................274
   c. Day ...........................................................................378
2. The Description of the Program Evaluation .......................80
   a. The participants’ Performances Evaluation ..................80
   b. The Participants’ Opinions of the Program ....................87
   c. The Principal and Educator’s Opinions of the Program ....87
3. The Researcher’s Reflection of the Program .....................90

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS
A. Conclusions .....................................................................93
   B. Suggestions ...................................................................97

REFERENCES ........................................................................99
LIST OF TABLES

Table                                                                 Page
Table 4.1 The Goals and Objectives ................................................................. 52
Table 4.2 The Topics of the Program ................................................................. 54
Table 4.3 The TPR-based Training Program Activities...................................... 58
LIST OF FIGURES

Figure                       Page
Figure 2.1 Graves’ Framework of Course Development............................. 16
Figure 3.1 The R&D Cycle and the Researcher’s Design Steps......................... 34
Figure 3.2 The Overal Steps of the Research........................................... 41
Figure 4.1 The Researchers’ Mind mapping in Designing Concept.................... 50
Figure 5.1 The Entire Activities in the Program........................................ 94
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPENDIX 1: The Permission Letters</td>
<td>103</td>
</tr>
<tr>
<td>APPENDIX 2: The Questions of the Needs Survey</td>
<td>106</td>
</tr>
<tr>
<td>APPENDIX 3: The Questionnaire</td>
<td>108</td>
</tr>
<tr>
<td>APPENDIX 4: The Description of the Interview Results</td>
<td>111</td>
</tr>
<tr>
<td>APPENDIX 5: The Samples of the Questionnaire Results</td>
<td>120</td>
</tr>
<tr>
<td>APPENDIX 6: The Syllabus</td>
<td>127</td>
</tr>
<tr>
<td>APPENDIX 7: The Lesson Plans</td>
<td>144</td>
</tr>
<tr>
<td>APPENDIX 8: The Module for Teachers</td>
<td>155</td>
</tr>
<tr>
<td>APPENDIX 9: The Results of the Materials Evaluation</td>
<td>182</td>
</tr>
<tr>
<td>APPENDIX 10: The samples of the Rubric Results</td>
<td>185</td>
</tr>
<tr>
<td>APPENDIX 11: The Avarage of the Participants’ Rubric Results</td>
<td>189</td>
</tr>
<tr>
<td>APPENDIX 12: The Samples of the Program Evaluation Results</td>
<td>193</td>
</tr>
<tr>
<td>APPENDIX 13: The Pictures of the Program</td>
<td>198</td>
</tr>
</tbody>
</table>

xvii
CHAPTER I

INTRODUCTION

This chapter consists of six major parts. The six parts refer to the background of the study, problem formulation, problem limitation, research objectives, benefits of the research, and definitions of terms. In the background of the study, the researcher provides some information about the background of Ceria Kindergarten Demangan Baru and the reasons why the educators and educator assistants of Ceria Kindergarten need to recognize the Total Physical Response method in introducing English to their pupils. Furthermore, the researcher also formulates two research problems and discusses the research objectives, research benefits, and definition of terms to support this study.

A. Research Background

Nowadays, the awareness of learning English is increasing. The awareness is influenced by the social demand that English, as the international language, is used in many aspects of life. One of the aspects is in the educational field. In fact, people have been starting to introduce English to young learners. This statement is in line with Shin (2009), who notes that “teaching English to young learners is a rapidly growing field around the world, and English education is increasingly found in the primary levels” (p. 6). In Indonesia, many elementary schools start introducing or teaching English to their pupils and serve English as an alternative
local content subject. Sukarno (2008) supports that, in some regions of Indonesia, elementary schools have included English among the alternatives local content of their school curriculum, school-based curriculum (p. 57).

Elementary schools are not the only institution in the educational ladders which introduce English. Kindergartens start introducing English as well. Ceria Kindergarten Demangan Baru is one of the examples. Ceria is a private pre-school which regards English as a foreign language that children need to be familiar with. Ceria itself has a vision of introducing English as a foreign language to their pupils. The vision proves how the school beholds English as a necessity for children to learn. According to the principal of Ceria, English is important since the language provides the children the opportunity to gain many beneficial aspects in the future, especially in their work fields.

Additionally, children have been familiarized with English by their parents too. Most parents believe that English will benefit their children. The statement is supported by Brewster, Ellis, and Girard (2004), who declare parents, who introduce early English learning, have strongly believed that having English as a tool will benefit children greatly by giving them opportunities to gain economic, cultural, or educational advantage (p. 1). The beliefs in the English learning are also grasped by Ceria pupils’ parents. In fact, there are many parents who have started to use and introduce English to their children. They have facilitated their children to have access to English in their daily life. Their books and television programs are mostly related to English. Because of these reasons, Ceria then is being motivated to use a bilingual language concept.
Being bilingual or learning a second language can influence the learners’ intellect. Dukes and Smith (2007) notice “bilingualism can benefit children’s overall academic and intellectual development and progress” (p. 71). This fact indeed indicates how the bilingual concept is useful for the young learners as what the kindergarten believes.

There are three terms that have roles in the language teaching. Setiyadi (2006) notes “approach, method, and technique are three terms which are often overlapped in language teaching” (p. 7). In this case, an approach refers to the assumptions or beliefs, a method refers to the procedure, and a technique is the implementation. In the kindergarten, the method and technique used to introduce English are mostly learnt through songs. English is typically utilized and introduced in the greeting and praying too. Those activities are done during circle time.

Circle time is a time in which all pupils, educators, and educator assistants assemble together in a hall to sing, pray, and discuss the activities they will have before they enter the classes. In addition, English is greater used in English day which is implemented every Monday. The educators and educator assistants will use English more than any other day in the circle time while explaining the theme and activities. The use of English aims to familiarize the educators and educator assistants with speaking English. During the time, the pupils are expected to be familiar in English while listening to the explanation. Nevertheless, the fact that the educators and educator assistants introduce English to the pupils through those activities engenders the pupils cannot be independent to grasp the language by
their own. As the results, they become confused about grasping the meaning and have tendency to be unfocused.

Related to the case, it is essential that the educators and educator assistants find an effective and suitable method in introducing English to their pupils. To teach the pupils as young learners means that the educators and educator assistants need to adapt a proper method used with the characteristics of the young learners. Essentially, young learners are different from adult learners. Brewster et al. (2004) have explained about the young learners characteristics.

Young learners tend to have a lot of physical energy and often need to be physically active, emotionally excitable, learn more slowly and forget things quickly, get bored easily, and can concentrate for a surprisingly long time if they are interested (p. 27).

By considering those characteristics, the researcher is motivated to propose a method, which is appropriate for the kindergarten pupils, to the educators and educator assistants of the kindergarten. The method is called Total Physical Response (TPR). TPR is a suitable method for teaching beginners or young learners since it will help them to grasp the meaning of English through the combination of language and physical movement. The researcher would like to design a training program to introduce the method to the educators and educator assistants.

The reasons why the researcher chooses to design the training program to the educators and educator assistants are because the training program can encourage them to have a greater understanding of the method and, thus, they are able to apply the method by themselves while introducing English to their pupils.
The language used in TPR deals with imperative and enables the educators and educator assistants to use English without difficulties since most of them are not from English department. Moreover, the training program can direct them to recognize some varied, fun, interesting and effective activities to introduce English in the circle time.

The researcher will combine the TPR with songs and chants. The researcher decides to combine the TPR with the songs and chants because the combination will merely take a short time. The decision was influenced by the contexts that there is no English subject in the kindergarten and the English activities is mostly conducted in the Circle time which only takes approximately about 30 minutes. The combination of the TPR with the songs and chants will a little bit differ from the regular method the educators and educator assistants have used, though the researcher also uses songs. In this case, the researcher will use stages or scaffolding in the teaching process. According to Walter (2004), “scaffolding is temporary structures, strategies, or aids that teachers use to enable students to build their own understanding” (p. 94). The researcher uses the scaffolding to teach some key words of the songs or chants using TPR before singing or saying the songs or chants. The scaffolding can be considered as a bridge to help the pupils to understand the meaning of the songs or chants with ease.
B. Research Problems

The researcher formulated two research questions:

1) How is the TPR-Based short training program for educators and educator assistants of Ceria Kindergarten Demangan Baru designed?

2) What does the TPR-Based short training program for educators and educator assistants of Ceria Kindergarten Demangan Baru look like?

C. Problem Limitation

Ceria consist of not only a kindergarten but also a playgroup and a day care. To limit this research, the researcher focuses only on how to design TPR-based short training program addressed to the educators and educator assistants of the Kindergarten. There are two classes in the Kindergarten. They are Ant and Bee Classes. The educators and educator assistants of Ant and Bee Classes will be the participants to whom the design is aimed. In this case, the researcher is going to design and introduce a set of activities using Total Physical Response as the approach of design which is also combined with the songs and chants. The design is aimed to the educators and educator assistants to have a proper method in introducing English to the kindergarten pupils.

D. Research Objectives

The objectives of this study are to present (1) how the TPR-Based training program for the educators and educator assistants of the kindergarten is designed
and (2) what the TPR-Based training program for the educators and educator assistants of the Kindergarten looks like.

E. Research Benefits

This research has several benefits. This research will benefit the educators and educator assistants, pupils and future researchers. The benefits are described as follows.

1. The Educators and Educator Assistants of Ceria Kindergarten Demangan Baru

This study may support the educators and educator assistants of Ant and Bee classes to improve their English teaching method. The TPR method which is combined with songs and chants can be applied during the circle time as well as during the break time in the classrooms. The activities may enable the educators and educator assistants to have varied and interesting method in introducing English to their pupils.

2. The Pupils of Ceria Kindergarten Demangan Baru

The pupils can acquire interesting and fun activities more about English. The TPR activities will involve them in having experiences with the language through physical activities. The aim is to make the pupils are able to easily memorize and naturally understand English in a simple way.
3. **Future Researchers**

Since this research will be implemented to the educators and educator assistants through the TPR-based short training program, the researcher expects future researchers to be able to assess how the method will be applied in the classroom. Its purpose is to see how the TPR method will be applied by the kindergarten educators or educator assistants in their real classes.

**F. Definition of Terms**

There are some keywords related to this study. They are design, total physical response, short training program, educators and educator assistants of Ceria Demangan Baru Kindergarten, and Ceria Demangan Baru. The definition of each term is described as follows.

1. **Design**

The design refers to an instructional design which deals with teaching and learning activities. Isman (2001) notes “instruction is a plan of teaching and learning activities in which learning is organized” (p. 136). In this study, the instructional design includes designing a course. According to Nelson (2007), “course design involves the panning of curriculum, assessments, and opportunities for learning which attempt to meet the goals of the course and evaluate whether those goals indeed being met” (p. 11). In designing the course, the researcher will develop the syllabus, assessments, teaching and learning activities, and lesson...
2. **Total Physical Response**

Total Physical Response (TPR) is a method which the researcher acquaints in this course. According to Richards and Rodgers (2001), “TPR is a teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity” (p. 73). In relation to this study, the researcher will introduce some activities using TPR method in the program. In this case, TPR will be combined with the songs and chants.

3. **Short Training Program**

The course in this study is called training program. The training program refers to a workshop. The workshop enables the participants to have a lot of practices and discussions.

4. **Educators and Educator Assistants of Ceria Kindergarten**

Educators and educator assistants here are those who are teaching at the kindergarten. The educators refer to the real teachers. Nelson (2007) notes “teachers are those who help students or pupils, often in a school” (p.1). Meanwhile, the educator assistants are those who assist the educators while teaching the kindergarten pupils in the classroom.
5. **Ceria Demangan Baru**

Ceria Demangan Baru, which consists of playgroup, kindergarten, and daycare, is one of the private pre-schools in Yogyakarta. The school has an aim of generating intelligent, cheerful, independent, confident, talented, and discipline pupils. The learning concept of the school refers to active learning. Mckeachie as cited by Nelson (2007) describes that “active learning involves the implementing of learning experiences in which the students are thinking about the subject matter” (p.15). The activities in the classroom are set as fun as possible and enable the pupils to have exploration and experiment through learning circumstances. Furthermore, the school also has a purpose to aid the pupils in developing their eight skills. The skills are sensory, gross and fine motor skill, cognitive, creativity, pre reading/writing skill, numeracy, self help skill and socialization, language, and culture. Related to the language skill, in the school, English is considered as foreign language which is needed to be introduced to the pupils as a kind of communication tool beside pupils’ mother tongue.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of two major issues to be discussed. The major issues are theoretical description and theoretical framework. The first part discusses some related theories which are related to this study. The Second part discusses the framework of theories applied in conducting the study.

A. Theoretical Description

This part discusses about some related theories. Those theories are considered as the basic of this study. Those theories include (1) Graves’ course design, (2) young language learners’ characteristics, (3) Total Physical Response, and (4) songs and Chants. The descriptions are shown as follows.

1. Graves’ Course Development Processes

As what have been mentioned in chapter one, this training program belongs to a course. The course enables the researcher to acquaint a language teaching method for Ceria Kindergarten. In designing the course, the researcher picks Graves’ course design model, which is called framework, as the foundation of the design. The framework is served in a form of a flow chart. The flow chart consists of 8 points. The points include (1) defining the context, (2) articulating beliefs, (3) conceptualizing content, (4) formulating goals and objectives, (5) assessing needs,
(6) organizing the course, (7) developing material, and (8) designing an assessment plan. The explanations are described in the following descriptions.

a. Defining the Context

Defining a context is a key factor to achieve goals in designing a course. According to Graves (2000), it is important to define what one knows about the context in designing a course (p. 13). A course designer needs to know as much as possible about the context in order to make decision about the course. In addition, the designer needs to have a lot of information in order to design a structure that will fit the context. Graves adds that “course design is a grounded process” (p. 5). In a sense, when the designer designs a course, the designer designs it for a specific group of people, in a specific setting, for a specific amount of time, in short, for a specific context.

b. Articulating Beliefs

Articulating beliefs are a vital way to be noticed by a course designer who is designing a course. Graves (2000) describes that the process of designing a course is one way in which the designer can learn to understand and articulate his or her beliefs. It is because those beliefs provide the basic for making the decisions (p. 26). Those beliefs play a big role at each stage of the course design since they underlie the decisions that the designer makes (Graves, 2000, p. 33). The beliefs can be based on the designer’s understanding about how people learn a language and the beliefs which the designer holds about the language teaching (Graves, 2000, p. 27).
c. Conceptualizing Content

Conceptualizing content deals with how the designer thinks about the concept of the content in his or her course design. Graves (2000) notes “conceptualization is a mean of thinking about what the designer wants their students to learn in the course, given who they are, their needs, and the purpose of the course” (p. 37). The use of the content conceptualization will help the designer to see the relationship among various elements; therefore, the designer can make the decision about the objectives materials, sequence and evaluation (Graves, 2000, p. 38). In this case, the product of conceptualizing the content is a kind of syllabus or mind map which delineates what one will reach.

d. Formulating Goals and Objectives

Goals and objectives are things to indicate what the designer wants his or her target students to come out. Brown as cited in Graves (2000) describes that “goals are what the students should be able to do when they leave the program” (p. 75). Meanwhile, objectives refer to the statements about how the goals will be achieved (p. 76). In formulating the goals and objectives, the designer should be explicit about what he or she wants after his or her students joining the course. Being explicit the keeps one accountable to the design. The accountability requires the designer to fit the materials which are developed and the decisions which are taken with the goals and objectives.
e. **Assessing Needs**

According to Graves (2000), “need assessment is a systematic and ongoing process of gathering information about the students’ needs and preferences, interpreting the information and making course decision based on the interpretation in order to meet the needs” (p. 98). It deals with the process to gather important information about who the learners are, what their level of language proficiency are, what their learning preferences and interests are, and what their goals and expectations are.

f. **Organizing the Course**

Graves (2000) notes “organizing a course is deciding what the underlying system will be that put together the content and the material in accordance with the goals and objectives that give the course a shape and a structure” (p. 125). In this case, organizing a course involves five overlapping processes: (1) determining the organization principle(s) that drive(s) the course, (2) indentifying units, modules, or strands based on the organizing principles, (3) sequencing the units, (4) determining the language and skill contents of the units, and (5) organizing the content within the unit. As the addition, Graves (2000) has explained more about the process,

The processes do not follow a specific order; one may work on the content and organization of a unit or strand before deciding how to sequence the units over the course as a whole, one may also decide the sequence of the module or units once the course is underway (p. 125).
g. Developing Materials

Materials development is the planning process by which the designer creates units and lessons within those units to carry out the goals and objectives of the course (Graves, 2000, p. 149). In a sense, the material development means creating, choosing or adapting, and organizing the materials and activities so that students can achieve the objectives that will help them reach the goals of the course (p. 150). In developing the materials, the designer deals with a continuous decision making and creativity. The designer will take decisions about the actual materials the designer uses, activities the target students do, and how the materials and activities are organized into lessons.

h. Designing an Assessment Plan

The assessment, in this phase, is in the relation to assessing the student’s learning and evaluating the course. The assessing learning encompasses how the designer assesses what his or her students have achieved with respect to what they have been learning in the course. Meanwhile, the evaluation of the course includes assessing what the course design have achieved with respect to the designers’ intentions in designing it (Graves, 2000, p. 208). In addition, the assessment can be both formative and summative. According to Graves (2000), “formative assessment takes place of the course is in progress and provides information about how well the students are doing, what they have achieved, what they need to work on, and how well the course is meeting their needs (p. 208). Summative assessment is different. The assessment is done at the end of the course and used
to provide the information of student’s overall achievements as well as the overall effectiveness of the course (p. 208).

2. Young Language Learner’s Characteristics

Since this study has a relation with the way to introduce language to the kindergarten pupils, the researcher pays more attention to the characteristics of young learners in learning a language. There are characteristics which the young learners possess. Firstly, the young learners, in fact, have the ability to grasp meaning. According to Brewster et al. (2004), “children are excellent observers
and have natural ability to grasp meaning” (p. 40). They are able to understand what is being said to them without necessarily understanding the individual words. They use their instincts which enable them to interpret meaning. Halliwell (2004) declares that young children do not come to the language classroom empty-handed in the sense that they bring with them an already well-established set of instincts (p. 3). By using their instincts, they would be assisted to make sense of something happens in a situation.

This assumption is in the line with Moon (2005) who states that children have their ability to go for meaning (p. 5). They tend to work out the meaning rather than pay attention to the words which are used to express the meaning. The ability to interpret meaning is importantly needed by the children in terms of language development for being a part of the way they learn new words, concepts, and expressions (Halliwel, 2004, p. 4). To support the young learners in developing the ability, a language teacher needs to provide some clues. The clues involve the use of gesture, intonation, demonstration, actions, and facial expressions. According to Halliwel (2004), those clues enable children to convey the meaning parallel to what are saying (p. 4).

Secondly, besides having the instincts to grasp the meaning, the young learners have their instincts for playing and having fun as well. Halliwel (2004) adds that “children have an enormous capacity for finding and making fun” (p. 6). In doing activities, they tend to search for something fun. They, sometimes, choose the most inconvenient moments to indulge it (Halliwel, 2004, p. 6). It is important for the teacher to direct children to have their enjoyment in a learning
process. According to Scott and Ytreberg (2004), “young children learn best when they are enjoying themselves” (p. 3). The children or young learners can be more concentrated when they are interested in something. They can be very enthusiastic about learning; however, the teacher needs to stimulate them with activities which help them to focus and pay attention to develop the memory and concentration skill (Brewster et al. 2004, p. 29).

Thirdly, the young learners need stages in learning a language. They need to learn a foreign language as natural as they learn their mother tongue. They need a process in their way of learning. To enhance the learning process, the teacher can break the learning into stages. Brewster et al. (2004) note “children develop in sequential stages from concrete to abstract levels of thinking” (p. 31). The stages, here, are called scaffolding. Walter (2004) states “scaffolding is temporary structures, strategies, or aids that teachers use to enable students to build their own understanding” (p. 94). The term of scaffolding offers the teacher to provide some supports for the young learners to achieve higher comprehension acquisition independently. The term is built based on Bruner’s psychological Theory about ‘constructivist’. Brewster et al. (2004) have described about the theory,

Constructivist is a model of learning in which the child is seen as an active agent in his or her own learning, selecting, retaining and transforming information to construct knowledge which is shaped by his or her unique way of seeing and interpreting the world (p. 30).

The model of learning is served as a bridge which provides opportunities for the young learners to construct their own understanding and it helps them to obtain success and confidence in the learning process.
3. **Total Physical Response (TPR)**

Richards and Rodgers (2001) states that “TPR is a language teaching method built around the coordination of speech and action, which it attempts to teach language through physical (motor) activity” (p. 73). In a sense, the TPR allows the users to teach language and build comprehension of the language through the physical activity. The TPR refers to a ‘Natural Method’ which enables the second language learning is more like the first language learning (Richards and Rodgers, 2001, p. 74). The ‘Natural Method’ has three processes as the central. Richards and Rodgers (2001) have explained about the three central processes:

Firstly, Children develop listening competence before they develop the ability to speak. At the early stages of first language acquisition, they can understand complex utterances that they cannot spontaneously produce or imitate. Secondly, children’s ability in listening comprehension is acquired because children are required to respond physically to spoken language in the form of parental commands. Thirdly, once a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it (p. 74).

Those processes influence how the second or foreign language can be naturally acquired as in the TPR. In order to acquire the foreign language, the language learners need to internalize language through having a lot of listening exercises. The listening exercises involve listening to simple commands as like parental commands associated with physical activities. The learners attentively listen to the commands and physically respond to show their comprehension. When the learners are able to follow the commands, their listening skill is developed, and they became ready to learn other language skills. Linse (2005) explains that
“being able to follow simple instructions is one of the foundation listening readiness skills that get children ready to develop other language skills” (p.27).

The TPR is a comprehension-based approach. Setiyadi (2006) states the TPR emphasizes on the comprehension and delays the production of language (p. 162). The comprehensible input becomes the initial attention in the TPR. There is no any pressure on the learners to speak until they are ready to do so. The delay of the language production enables the learners to have low anxiety in the language learning process. The learners are expected to enjoy their experience and feel successful in learning the language. They firstly listen to the language, try to comprehend the language and, by the time they are ready, they will produce the language naturally. Krashen and Terrell feel the same way that “the TPR would benefit the learners from delaying production until speech ‘emerge’ that learners should be relax as possible in the classroom, and that great deal of communication and acquisition should take place” (as cited in Brown, 2001, p. 31). The communication in the TPR is called language-body conversation and works when the teacher utters a direction and the learners respond with a physical action. Asher, who is the developer of TPR, explains in his TPR-World web that the language-body conversation is a powerful tool which will prepare students for a successful transition to speaking, reading, and writing. In order to know the transition process, it is essential to see the teaching and learning characteristics of TPR.

There are some characteristics of the teaching and learning process in TPR Method. Larsen and Anderson (2011) note the first phase deals with modeling (p.
109). In this phase, the teacher utters commands to few of the learners and then performs the actions with them. The teacher takes a role as the director of the learners’ behavior and the one who gives non verbal model to the learners; meanwhile, the learners are the imitators of the teacher’s model (Larsen & Anderson, 2011, p. 109). The commands are in the form of imperatives and deal with concrete nouns. Setyadi (2006) declares that the use of the imperative and concrete nouns make the language learners are easier to perform and observe the actions (p. 128). The commands, in this case, are given repeatedly in order to enable the learners to listen and be familiar with them. After being familiar with the commands, the learners move to the second phase in which they demonstrate that they can comprehend the commands by performing them alone (Larsen & Anderson, 2011, p. 109). They have their opportunities to demonstrate their own understanding without the teacher. The teacher only issues the commands and monitors the learners’ actions (Widodo, 2005, p. 239).

Next, after they have been having much success in demonstrating the commands, the teacher begins to recombine the elements of the commands to have the learners develop flexibility in understanding unfamiliar utterances (Larsen & Anderson, 2011, p. 109). The teacher, in this phase, combines the previous commands with some new ones to expand the learning process. Gracia (1996), as cited in Setiyadi, explains that the combination can be accomplished by putting the lexical items in more complicated performances (p. 134). The learners listen attentively to the novel combination of previously taught items and are expected to recognize the novel commands and respond to them (Richards and
Rodgers, 2001, p. 76). To ensure the learners not to be confused, the teacher demonstrates the action while giving the novel combined commands orally. The teacher needs to ensure the learners to master the commands and accurately perform it before moving to the next steps. Setiyadi (2006) adds that “if the teacher observes the hesitation of the students in responding, the teacher should model the action and commands with the students until the students can individually respond quickly and accurately” (pp. 135-136). By the time the learners have mastered to respond the commands, the teacher writes the commands on a board. Larsen and Anderson (2011) state that each time the teacher writes a command, she acts it out and the students, next, copy the sentences into their notebooks (p. 107).

Next, when the students are ready to speak, the ‘role reversal’ next exists. Richards and Rodgers (2001) explain that role reversal means a learner readily volunteered to utter commands that manipulated the behavior of the teacher and other learners (p. 78). In a sense, the learner will utter the commands to the teacher and the others as like as the role of the teacher when giving the commands. In the first speaking, the learner will make errors; however, the teacher should have wide tolerant of them and only correct major errors (Larsen & Anderson, 2001, p. 111). Having too much correction will demotivate the learner. Thus, the correction should be done unobtrusively. Setyadi (2006) confirms “correction is carried out in an unobtrusive manner (p.128). When the teacher finds the learner make an error, the teacher needs to repeat the command and act it
out. Setiyadi (2006) adds that “the teacher does not delay the correction; he or she will correct the error as soon as the error is noticed” (p. 128).

Those characteristics mentioned previously are the gradual steps in using the TPR in order to achieve the transaction process. Since it provides a successful transition, it seems to be effective in the beginning levels and, thus, appropriate for the young learners as well. The TPR serves the way to learn the second language (L2) as like as learn the first language (L1) and it is suitable with children who have their expectation in learning a foreign language. Brewster et al. (2004) describe about the children expectation that “most children come to the foreign language with good mastery of their L1 and learning it seemed to be easy and effortless; they expect it to be the same with the foreign language” (p. 101). The TPR permits the young learners to learn a language in a natural way. The TPR introduces a new language in a very visual and contextualized way and involves the activity and movement (Brewster et al. 2004, p. 44). Learning English in a visual way engenders the learners to learn the language with ease. The TPR has its purpose to assist the learners to reduce their stress in learning the new foreign language and build positive mood among them. Richards and Rodgers (2001) note that “the TPR involves game-like movements reduces learner stress and creates a positive mood in the learners, which facilitates learning” (p. 73).

In this case, the TPR allows the young learners to merely listen to the language, observe the action, and perform the action. Setiyadi (2006) adds that “by observing the action and performing it, they will understand the language they
are learning” (p. 127). It must be pleasurable for the young learners to learn the language since it involves the physical activity. The method is appropriate for the young learners’ characteristic which Brewster et al. (2004) state that “they have a lot of physical energy and often need to be physical active” (p. 27). The game-like movement directs the young learners to have physical activity and not to get bored in the learning process.

In addition, the TPR with its repetition can encourage the young learners to be comfortable with the language. It is because the young learners have their characteristics that they are comfortable with routines and enjoy repetition (Slaterry and Willis, 2001, p. 4). This assumption is reflected from the way children learn their first language. Brewster et al. (2004) state that “children learning their L1 often repeat words and phrases to themselves in order to become completely comfortable with their sounds and meaning” (p. 40). It is in a same way how the children learn their L2 or foreign language as well. The more they use the repetition in learning the foreign language, the more they become comfortable with the language and the more they can enjoy it. In this matter, the young learners will obtain positive attitudes toward the language when they feel pleasure. According to Reilly and Ward (2002), if the young learners’ experiences of foreign language are pleasurable, they will have positive attitudes towards it for the rest of their lives (p. 14).

Besides, the use of the repetition helps the young learners to memorize the language well. The repetition can trace the young learners’ memory while
learning the language. Richards and Rodgers (2001) explain about ‘trace theory’ which is in connection with the TPR:

TPR can also be linked to the trace theory of memory in physiology, which holds that the more often or the more intensively a memory is connection is traced, the stronger the memory association will be and the more likely it will be recalled (p. 73).

In this case, the repetition in the TPR involves verbal rehearsal which is accompanied with the motor activity. The young learners listen to the imperative commands and do the actions over and over again. The more they do it, the more they will recall it. Through the activity, the young learners also learn the language inductively. As they hear the commands, they will learn the vocabularies and grammar through the inductive process. Setiyadi (2006) declares that “the language learners learn grammar based on sentences used in commands and the grammar is learned together with vocabulary items” (p. 129). The grammar and vocabulary are embedded within the imperative commands. The young learners attempt to build their own understanding about the language area while listening to the imperative sentences.

4. **Songs and Chants**

According to Brewster et al. (2004), “children love songs and chants and their repetitive nature and rhythm make them an ideal vehicle for language learning” (p. 162). Learning language through songs and chants are fun because they deal with music and rhythm and make the young learners imitate language easily. Philips (2003) supports the previously statements by stating that “music and rhythm make it easier to imitate and remember language which are just
spoken” (p. 94). Songs and chants tend to have their repetition which enables the young learners to enjoy them. They bring more benefits for the young learners in their learning processes. They can motivate the learners to learn a language. Hubbard, Jones, Thornton, and Wheeler (2010) state that songs and chants can increase motivation to learn a language as students, especially weaker ones, feel a real sense of achievement when they have been able to learn a song or chant (p. 92). Besides, they can be served as tools for the young learners to practice pronunciation. Brewster et al. (2004) note that “songs and chants are particularly useful for practicing pronunciation” (p. 163). Through the songs and chants, the young learners can learn about the sounds, stress, rhythm, and intonation.

B. Theoretical Framework

In order to obtain the purpose of this research, the researcher underlined the TPR theories as well as the songs and chants theories as the guidance to design the TPR-based short training program. The researcher also paid attention to the theories of how the young learners learned language because this research dealt with the way of language teaching and learning for kindergarten. Moreover, in order to design the program, the researcher adapted the processes from the framework of course development processes which were proposed by Graves. The reason was because the course design of Graves looked suitable with this research about which the researcher would design a short training program. There was nature in the framework that it had no hierarchy in the processes and no sequences in their accomplishment (Graves, 2000, p. 3). There was flexible flows chart in
the framework which enabled other course designers had freedom to begin their job anywhere in the framework, as long as it made sense for them to begin where they did. It was depending on the designers’ beliefs. In this case, the researcher had formulated the researcher’s designing model, including (1) defining the context, (2) articulating beliefs, (3) assessing needs, (4) formulating goals and objectives, (5) conceptualizing content, (6) organizing the course, (7) developing the materials, and (8) designing an assessment plan. The explanations were shown as follows.

1. **Defining the Context**

In defining the context, the researcher began with the specification of this research. In a sense, the researcher specified the information which was important to have when the researcher began to design the course materials. The questions like “what is the level of the students?”, “How long is the course?”, “Where is the course taking place?”, and “How many participants or students will be involved?” would be answered in this stage.

2. **Articulating Beliefs**

In articulating the beliefs, the researcher articulated researcher’s beliefs about how the language should be learned. Those beliefs could be achieved based on the view of the researcher itself. The view included the researcher’s view of the language and view of language learning. Those beliefs would guide the researcher to take decision in designing the course.
3. **Assessing Needs**

In assessing the needs, the researcher gathered information about the needs of the students. The researcher attempted to find out what the learners had known or done and what they needed to learn and do so that the course could bridge the gap. In this stage, the researcher was also going to find out the information about the student’s background and how they used and dealt with the target language.

4. **Formulating Goals and Objectives**

In formulating the goals and objectives, the researcher established the goals and the objectives of the course. The researcher determined what the purpose were and intended what the outcome of the course were as well as considered about what the students would need to do or learn in achieving the goals. In this case, the clear goals and objectives could help the researcher to determine the appropriate content and activities for the course.

5. **Conceptualizing Content**

In conceptualizing the content, the researcher focused the attention on the course design. The researcher discussed what aspects of language and language learning which the researcher was going to include, emphasize and integrate in the course. Moreover, the researcher discussed what the researcher wanted the students to learn in the course, described what their needs and formulated what the purposes of the course.
6. **Organizing the Course**

In this phase, the researcher organized some ideas for the course. The researcher worked on five aspects of organizing the course. Those five aspects included (1) determining the organization principle(s) that drive(s) the course, (2) indentifying units or strands based on the organizing principles, (3) sequencing the units, (4) determining the language and skill contents of the units, and (5) organizing the content within the unit.

7. **Developing the Materials**

In developing the materials, the researcher focused on developing the materials and activities used in the course. This part encompassed the decisions about the materials and activities. The researcher chose, created, and organized the materials and activities so that the participants could achieve the objectives which would help them reach the goals of the course.

8. **Designing an Assessment Plan**

In the designing the assessment plan, the researcher considered about the way to see the achievement of the students as well as the way to evaluate the program. The researcher would plan to have formative and summative assessment.
CHAPTER III

METHODOLOGY

This chapter discusses the methodology used to answer the problems in this study. There are seven steps in this chapter including the research methods, research setting, research participants, research instruments, data gathering technique, data analysis technique and research procedure.

A. Research Method

The research method used in this research was Research and Development (R & D). This research was categorized as Research and Development because the research process was to design a short training program along with the module as the product. According to Borg, Gall and Gall (2007), R & D is an industry-based development model in which the findings of research are used to design new products and procedures, which then are systematically field tested, evaluated and refined until they meet specified criteria of effectiveness, quality or similar standards (p. 589).

In other words, the aim of R & D is a process of developing and legalizing an educational product. The process of this research was used to help the researcher found the answer of the research problems the researcher had. The first question was how the TPR-based short training program for Educators and educator assistants of Ceria Kindergarten Demangan Baru was designed. The
second question was what the TPR-based training program for Educators and educator assistants of Ceria Kindergarten Demangan Baru looked like.

To answer those questions, the researcher decided to adapt Borg and Gall’s R & D cycle. Borg and Gall (1983) claim that there are ten steps in the R & D cycle (p. 775). They were (1) research and information collecting, (2) planning, (3) develop preliminary form of product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, (10) dissemination and implementation. However, in this research the researcher only used six steps of the R & D cycle. The researcher matched those five steps with the eight steps of the researcher’s designing model which is adapted from the Graves’ framework of course development processes.

1. Research and Information Collecting

In this section, the researcher accomplished three steps. They were defining the context, articulating the beliefs, and assessing the needs. To define the context, the researcher formulated the specification of the object. The researcher specified the information which was important for the researcher to notice. After defining the context, the researcher articulated the researcher’s beliefs. The beliefs were used as guides for the researcher to take decision in the designing process. The beliefs were supported by some theories which were important for the research. After that, the researcher assessed the needs from the object of the study by
conducting some interviews and distributing questionnaires. They were done in order to gain the needed data for the research.

2. Planning

In this second step, the researcher set the goals and specified the objectives. The specific objectives were the basis to develop the product. Borg and Gall (1983) declare that “objectives provide the best basis for developing an instructional program” (p. 779). After formulated the goals and objectives, the researcher began to conceptualize the content of the design. The researcher focused on how the design would be and what should be included in the design. The conceptualizing content here led the researcher to construct the syllabus.

3. Developing Preliminary Form of Product

Borg and Gall (1983) advise an important principle that should be observed in developing the preliminary form of an educational product is to structure the product so as to permit obtaining as much feedback as possible from the field test (p. 781). In this third stage, the researcher started to organize or structure the product and design the assessing plans. The researcher designed and developed the material based on data which had been gathered. The researcher also provided the evaluation devices. The evaluation devices were used to test the effectiveness of the product design.
4. Preliminary Field Testing

This stage dealt with the evaluation processes. The evaluation was done in two steps. The first one was a pre-evaluation. In this evaluation, the researcher conducted interview to an expert in order to get feedback. The feedback was used to improve the product. Borg and Gall (1983) note that we obtain many specific criticism and suggestion during the preliminary field test that lead directly to the changes and improvements in the course structure (p. 783). On the other hand, the second evaluation encompassed a post-evaluation. The evaluation was conducted to determine the success of the product in meeting its objectives.

5. Main Product Revision

This stage dealt with finishing the final form of the product. In this stage, the researcher improved and revised the product based on the analyzing data from the pre-evaluation. The final revision should be completed in order to obtain a good product design. Borg and Gall (1983) note “after the field test is complete and the data have been analyzed, a final revision of the total course package is carried out” (p. 786).

6. Implementation

In this stage, the researcher implemented the product by herself. The implementation was expected to bring more understanding of the product design to product could fulfill the needs of the object or not.
R & D Cycle

- Research and Information Collecting
- Planning
- Developing Preliminary Form of Product
- Preliminary Field Testing
- Main Product Revision
- Implementation

Researcher’s Designing Steps

- Defining the Context
- Articulating Beliefs
- Assessing Needs
- Conceptualizing Content
- Formulating Goals and Objectives
- Organizing the Course
- Developing the Materials
- Designing an Assessment Plan

= The process Line

= The elaboration Line

Figure 3.1 The combination of the R&D Cycle and the Researcher’s Designing Steps
B. Research Setting

This research was conducted in one of Ceria pre-schools. There are two places of Ceria pre-schools. One is located at jalan Polisi istimewa no. 2, Timoho, while another is located at jalan Demangan Baru no. 28. Basically, in the Ceria Pre-schools, the schools are not only for kindergartens but also a playgroups and daycares. However, to specify this study, the researcher merely focused on the kindergarten level. In this case, the study was conducted in Ceria Kindergarten which is located on the jalan Demangan Baru. The kindergarten has two classes including Bee Class and Ant Class.

C. Research Participants

There were some participants involved in this research. The participants were categorized into two parts. They were the participants of Ceria Kindergarten Demangan Baru and participant of English Education Study program.

1. Participants of Ceria kindergarten Demangan Baru

The participants of the kindergarten were divided into two groups. They were the participants to whom the interviews were intended and the participants to whom the questionnaires were distributed.

a. The participants for the Interviews

The participants of the interviews included the principal, educator of Bee Class, and educator of Ant Class. All of them were the people to whom the interviews were intended. The interviews were used to collect the information
related to the need of the schools. In this case, the researcher accomplished the interviews separately.

b. The participants for the Questionnaires

The participants referred to all of the educators and educator assistants who were working in the kindergarten. They were two educators and four Educator assistants of the Bee and Ant classes. The researcher distributed the questionnaires after conducting the interviews. The questionnaires were used to collect more information related to the participants’ experiences in the English teaching process.

2. The participant of the English Education Study Program

This research involved an educational practitioner in the preliminary testing. The practitioner was a lecturer of the English Education Study Program of Sanata Dharma University. The lecturer had had more experiences in the educational world. Thus, the lecturer was qualified to be the evaluator of the design. The lecturer was expected to evaluate the material of the course design and to give comments and suggestions to the design. In order to obtain the evaluation, comments and suggestions, the researcher conducted an interview with the evaluator.
D. Instruments and Data Gathering Technique

In conducting this research, the researcher used two kinds of instruments in order to obtain the needed data. The instruments were the interview and the questionnaire.

1. Interview

According to Lodico, Spaulding, and Voegtle (2006), an interview is basically a purposive conversation with a person or a group of persons (p. 121). There were two types of interview used by the researcher. The types were structured interview and non-structured interview. Structured interview refers to an interview in which the interviewer comes to the interview with a set of questions; meanwhile, non-structured interview is like conversation and allow the interviewer and interviewee to have the greatest flexibility (Lodico et al., 2006, p. 124). In this case, the structured interview addressed to the principal. The researcher prepared list of questions to be answered in order to gain information used in this research. The list of questions was called as interview protocol. The interview protocol was used as the guidance for the researcher in conducting the interview. On the other hand, the non-structured interview was directed to both of kindergarten educators and to the evaluator of the design. The researcher conducted informal conversation with the educators one by one as well as with the evaluator in order to gain the needed information, comments, or suggestions. These interviews were held in the need survey and in the design evaluation.
2. Questionnaire

Johnson and Christensen (2012) note “a questionnaire is a self-report data collection instrument that each research participants fills out as part of a research study” (p. 162). In this study, the questionnaires which ware used for the research and information collection belonged to opened-ended and closed-ended questionnaires. In the open-ended question, the participants are able to respond any way that they please. Johnson and Christensen (2012) explain that open-ended question take you into the natural language and words of your research participants; meanwhile, closed-ended requires the participants to choose from a limited number of responses that are predetermined by the researcher (p. 169). The questionnaires were used to recognize the participants’ understanding of the knowledge related to the teaching method they had known. The questioners were distributed to the educators and educator assistants of the Bee and Ant Classes.

E. Data Analysis Technique

This part dealt with the techniques used to collect the data. There were two parts of the data gathering techniques including pre-data collection and post-data collection.

1. Pre-data Collection

In the pre-data collection, there were two ways which the researcher accomplished. The ways were to conduct the interviews and to distribute the questionnaires. In conducting the interviews, the researcher dealt with three participants. They were the principal, educator of the Bee Class, and educator of
the Ant Class. Firstly, the researcher interviewed the principle. The researcher asked about the background, method, media and the needs of the school. The interview was done using the structured interview. In the interview, some questions had been provided to guide the interview. Secondly, the researcher interviewed the educators of the Bee and Ant Classes. The interviews were conducted separately in different days. In this occasion, non-structured interviews were used. In a sense, the researcher conducted an informal interview to the educators. It aimed to create the familiar atmosphere during the interview time. After that, all the data were gathered and analyzed in order to gain the main needs of the schools.

After finding the main needs, the researcher distributed the questionnaires to all of the educators and the educator assistants who were working in the kindergarten. The questionnaires were used to find out more information about the background and the teaching experiences in the kindergarten. Those questionnaires were written in Indonesian so that the participants could understand the questionnaires easily. The data gathered, then, were analyzed by the researcher.

2. Post-data Collection

In the post-data collection, the researcher conducted the pre-evaluation and post-evaluation. In the pre-evaluation, the researcher conducted an interview to a lecturer who was expert in designing field. The interview was used to find out the further comments of the designing product. It aimed for gaining clear explanation
about the weaknesses and the strengths of the product. After all of the data have been gathered, the researcher then analyzed the data and developed the product.

Beside that, in the post-evaluation, the researcher conducted a survey and some interviews to the participants. The survey and the interviews were accomplished after the implementation of the designing program to check whether the program had fulfilled to goal or not. In this case, the survey was conducted to all of the participants in the program and the interviews were conducted to the principal and one of the kindergarten educators.

F. Research Procedure

This part explained the procedure used in this study. The procedure was conducted in order to answer the two research problem stated in the problem formulation. The entire procedure was shown in the figure 3.2.

1. Defining the context of the school

2. Articulating the researcher’ beliefs about language and language learning

3. Assessing the need of the object of the study

4. Conceptualizing the content of the design

5. Formulating the goals and the objectives

6. Organizing the course design

7. Developing the materials
8. Designing Assessment plans

9. Evaluating the design of the program

10. Revising the materials

11. Implementing the course design

12. Evaluating the program implementation

13. Reporting the results of the implementation

Figure 3.2 The Overall Steps of the Research
CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

In this chapter, the researcher discusses the problems stated in the problem formulation. There are two parts to discuss. The first is how the TPR-based short training program for educators and educator assistants of Ceria Kindergarten Demangan Baru is and the second is what it looks like.

A. The Design of TPR-based Short Training Program

This part dealt with the first problem which referred to the design of the TPR-based short training program. In the designing processes, the researcher combined the researcher’s designing steps with the Educational Research and Development (R & D) cycle stated by Borg and Gall.

1. Research and Information Collecting

The researcher conducted three steps in this phase. The researcher started to define the context, articulate the beliefs, and conduct the need assessments. The descriptions were described as follows.

a. Defining the Contexts

In this step, the researcher began with the specification. The researcher specified several contexts of the object to which the researcher conducted the research. The research was taken place in the Ceria Playgroup, Kindergarten, and Daycare. The pre-school located on jalan Demangan Baru. To narrow the study, the researcher merely focused on the kindergarten. The pupils, in the
kindergarten, are in the age of five up to six years old. There are about eighteen pupils in the Bee Class and fourteen pupils in the Ant Class. The educators and educator assistants, in this case, have started to acquaint the pupils with English. They mainly familiarize the language through songs and simply conduct the activity in the circle time because there is no English class in the school’s subjects. However, they have English day which is always conducted every Monday. In the English day, bilingual language is mainly utilized. The portion of speaking English is bigger than speaking Indonesian. The educators and educator assistants usually attempt to use more English in the circle time of the day. Nevertheless, most of them find it difficult since they are not fluent in speaking English. Most of them are not from English department. There is only one who is from English Letters Department; meanwhile, the others are from Indonesian Language Education Department, Civil Engineer Department, International Relationship Department, France Education Department, and Korean Letters Department. Additionally, in order to help the students understand English, the educators and educator assistants mostly used translation-based as the technique. In a sense, they will use English and translate it into Indonesian to assist the pupils in grasping the meaning.

b. **Articulating the Beliefs**

After defining the contexts, the researcher formulated the beliefs. Those beliefs were the researcher’s bases of making the choices when designing the product. In this case, the researcher stated the beliefs about language and beliefs about language learning.
1) **Researcher’s Belief about Language**

The researcher believes that language should focus on the meaning comprehension. The researcher has the belief since the researcher views a language as a functional view. According to Richards & Rodgers (2001), this view emphasizes the semantic and communicative dimension rather than merely the grammatical characters of language (p. 21). The emphasizing of meaning is a vital thing when dealing with the young learners. The learners have one of their characteristics that they go for meaning while learning a language. They always attempt to make sense of what is happening in a situation around them (Moon, 2005, p. 5). When teaching the learners, the teacher needs to utilize a meaningful language. The word ‘meaningful’ refers to a comprehensible language that the learners could achieve. The learners need to feel successful in their learning processes. In order to actualize the success, the teacher needs to aid the learners to grasp the meaning of the language that he or she introduces. The teacher could use some aids. Halliwel states that “Intonation, gesture, facial expressions, actions, and circumstances all help to tell them what the unknown words and phrases probably mean” (2004, p. 3).

2) **Researcher’s Beliefs about Language Learning**

Learning is an inductive process. The learning process encompasses the way the teacher presents the learners with examples to show how the concept is utilized. According to Bilash (2009), inductive learning process has its intent for students to notice how the concept works through the examples. The noticing process aids the students to particularly become aware of something. This process
is an effective motivator which enables the students to learn, interpret, or analyze circumstances based on their observation. Prince and Felder (2006) add that “inductive process is learner-centered, meaning that they impose more responsibility on students for their own learning” (p. 1). It is the same as how the young learners acquire their language learning. The learners can acquire the language through learning inductively. They learn the language based on their observation. From the observation, the learners attempt to discover and interpret the feature of language by their own.

c. Assessing the Needs

This step included conducting the interviews and distributing the questionnaires in order to gain data about the need of the school. The researcher involved the principal, educator of Bee Class, and educator of Ant Class as the participants in the interview section. The researcher, then, distributed the questionnaires to the educators and educator assistants who are teaching in the kindergarten.

1) The Principal’s Point of Views on the Needs of Ceria

The researcher obtained the data by conducting the structured interview to the principal. There are eight questions the researcher had prepared to ask. The interview was held on October 8th, 2013. The researchers conducted the interview using Indonesian in order to enable the researcher to have a smooth interview with the principal. Based on the interview, the principal stated the reasons why the principal considered English as a foreign language which children need to learn.
She believed that English was important since the language was required in almost every aspect of work fields. In other words, the pupils, in Ceria, were obliged to learn English since they must require it in the future. The principal agreed to introduce English to the pupils. It was because the language could be involved in their daily lives. The principal also confirmed that there were many of the pupils’ parents had initiated teaching English to their children. They had mostly facilitated access to English for their children.

Talking about learning English, Ceria had its own purpose of the extent of pupils’ English learning. The pre-school expected the pupils to like and be familiar with English. It was not a must for the pupils to speak English at their ages. They were encouraged to at least understand a little about the meaning of English used in the school. The pre-school expected the pupils to be accustomed to some simple greetings and instructions in English. Besides that, there were some circumstances which were required to support the English teaching and learning in the school. The principal noticed some activities that should be concerned with including recognizing various English games, learning the simple technique to introduce English to the pupils, and having more English training for the educators and educator assistants since most of them were still in elementary level. The principal also added that the difficulty which the school got into was to know what the appropriate methods to introduce English to the pupils. The school needed to find a suitable method that enabled the pupils to learn English without any pressure.
2) The Educators’ Points of View on the Needs of Ceria

The researcher conducted the interview twice into two different educators. They were the Bee Class educator and the Ant Class educator. They have been teaching the kindergarten about ten years. The interview with the Bee Class educator was held on October 10th, 2013. Meanwhile, the interview with the Ant Class educator was held on October 11th, 2013. In those interviews, the researcher found out that both the educators agree that the kindergarten pupils were suppose to learn English. They noticed that the pupils could require it as an educational supply for them while continuing their level of study in elementary schools. The educators believed that though English was not determined as one of compulsory subjects in the elementary schools, however, it would still be taught in the schools. Moreover, their accesses to the education, such as books and movies, have mostly been presented in English as well. Thus, the pupils needed to recognize English too.

In introducing English to the pupils, the teacher used some simple and fun methods. The methods they had implemented were singing songs, giving some simple instructions, such as ‘open the door’ or ‘close the door’, guessing games, and sometimes pictures matching. Notwithstanding, the educators confirmed that they require to learn another simple language teaching method which enabled them to implement it by themselves. They requested to have an introduction of a method which was fun for teaching the pupils. They expected to possess an understanding of the benefits of the method and suggested that they have an enrichment related to the method. Moreover, they also added that in introducing
English, they never forced their pupils to have to speak in English. They clarified that they wanted their pupils, at least, to understand the meaning and follow some simple instructions well.

3) The Researcher’s Conclusion on the Needs of Ceria

After conducting those interviews, the researcher concluded the needs of the kindergarten from the principle and educators points of view. The researcher presented them with three points. The points were to get the pupils familiar with English, to get the pupils to understand English without any pressure, and to get the educators and educator assistants to understand a language teaching method that they can apply by themselves.

By considering those points, the researcher determined to design the short training program to introduce the language teaching method called Total Physical Response (TPR). The researcher would make the educators and educator assistants in the kindergarten as the trainees. The researcher chose the TPR because the method was in accordance with the researcher’s belief that language was based on the meaning comprehension. TPR would not pressure the pupils to understand English since they were able to interpret the language through the actions. The researcher would present the method combined with the songs and chants. The process of introducing the method would be done inductively. The trainee would learn the benefits and the way to apply the method after observing some demonstrations.
4) The Results of Questionnaires

The next step, after inferring the data, was to distribute the questionnaires to the educators and educator assistants of the kindergarten. These questionnaires belonged to the open-ended and close-ended questionnaires. The distribution of the questionnaires was held on February 13th, 2013. This step was intended to check whether the participants had recognized the TPR as well as the chant or not. The questionnaires were distributed to the six participants. Based on the survey, the researcher found that two of the participants had been familiar with the TPR. However, they did not know that the name of the method was TPR. They noted that they gave some instructions while singing songs with the pupils. The others stated that they were not familiar enough with the method. Furthermore, related to chant, all of the participants confirmed that they were unfamiliar with the term of chant. By taking these data, the researcher became certain to introduce the TPR combined with the songs and chants.

2. Planning

In this phase, the researcher had taken some steps including conceptualizing the content and formulating the goals and objectives. The descriptions were explained as follows.

a. Conceptualizing the Content

Conceptualizing the content enabled the researcher to conceptualize how the program would be. The researcher started to think about what the researcher wanted the participants to learn and started to make decision about what to
include in the program. The decision was based on the researcher’s context of who the participants were and what their needs were. The product of conceptualizing the content referred to a kind of syllabus that described what the researcher would teach. The researcher started to sketch the content in the form of mind mapping. The mind mapping was shown in Figure 4.1.

![Mind Mapping Diagram]

**Figure 4.1 The Researcher’s Mind Mapping in the Designing Concept**
The mind mapping concept covered with the choices the researcher had made. The researcher designed a short training program which focused on introducing the Total Physical Response method. The language used referred to the bilingual language. In a sense, the researcher would use Indonesian and English in the program. The researcher used bilingual language since the researcher considered the context that most of the participants were not English users. English was mainly introduced in the form of imperative. The imperative form was in accordance with the principle of TPR that a language was introduced through the imperative sentences. In introducing the method, the researcher showed the use of the method to introduce the language. The researcher also concerned about the benefits and the way to use the method. All of those circumstances were obviously seen through the demonstrations. The demonstrations were served with the combination of the TPR and songs as well as the TPR and chants.

In this case, the concept of the contents as served before led the researcher to construct a syllabus (see the syllabus in the appendix 6). The syllabus was designed to guide the researcher to construct a teacher module and conduct the training program. The syllabus vividly showed that there were three units presented. The first unit included understanding the benefits of the TPR through the TPR-songs. The second unit dealt with understanding how to combine the TPR with chants. The third unit included learning how to use the TPR combined with the songs and chants. Each of the units was utilized in a day. Thus, there were three days in the training program.
b. Formulating the Goals and Objectives

After conceptualizing the content, the researcher formulated the goals and objectives. The researcher, firstly, stated the goals. The goals were the outcomes of the program. The goals referred to the researcher’s vision and priorities for the program. After stating the goals, the researcher started to state the objectives. The objectives dealt with how the goals would be achieved. The goals and objectives were showed in Table 4.1.

<table>
<thead>
<tr>
<th>Day</th>
<th>Goals</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td><strong>TPR-Song</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- By the end of the course, the participants will become more</td>
<td>- The participants are able to experience the TPR-Song.</td>
</tr>
<tr>
<td></td>
<td>aware of their language teaching method of teaching the young</td>
<td></td>
</tr>
<tr>
<td></td>
<td>learners.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- By the end of the course, the participants will be familiar</td>
<td>- The participants are able to analyze the TPR-song that the</td>
</tr>
<tr>
<td></td>
<td>with the Total Physical Response.</td>
<td>participants are familiar with.</td>
</tr>
<tr>
<td></td>
<td>- By the end of the course, the participants will develop a</td>
<td>- The participants are able to discuss the benefits of the TPR.</td>
</tr>
<tr>
<td></td>
<td>greater understanding of the benefits of using the Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Response.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The participants are able to experience the TPR-Song.</td>
<td></td>
</tr>
<tr>
<td>Day 2</td>
<td><strong>TPR-Chant</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- By the end of the course, the participants will become more</td>
<td>- The participants are able to identify the term of TPR-Chant.</td>
</tr>
<tr>
<td></td>
<td>aware of their language teaching method of teaching the young</td>
<td></td>
</tr>
<tr>
<td></td>
<td>learners.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- By the end of the course, the participants will be familiar</td>
<td>- The participants are able to analyze the chant that they</td>
</tr>
<tr>
<td></td>
<td>with the TPR-Chants.</td>
<td>listen to.</td>
</tr>
<tr>
<td></td>
<td>- By the end of the course, the participants will understand</td>
<td>- The participants are able to discuss how to teach the TPR.</td>
</tr>
<tr>
<td></td>
<td>how to teach the young learners by using the Total Physical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Response.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The participants are able to identify the term of TPR-Chant.</td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>Goals</td>
<td>Objectives</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Day 3 Micro Teaching | - By the end of the course, the participants will develop the ability to use the Total Physical Response.  
                  | - By the end of the course the participants are able to assess the other participants’ performances. | - The Participants are able to do the micro teaching on the TPR-Songs or TPR-Chants  
                  |                                                                     | - The participants are able to give feedback to the other participants’ performances. |

3. **Developing Preliminary Form of Product**

In this phase, the researcher conducted three steps. The steps included organizing the course, developing the materials, and designing the assessment plans. The descriptions were described as follows.

a. **Organizing the program**

This phase dealt with the ideas of the researcher in organizing the program. The researcher planned to design a three-day training program which focused on introducing the TPR method. The reasons why the researcher chose to conduct it in the short time, which is in three days, were because the researcher considered the limited time the researcher had and the researcher was still in the part of learning. To organize the time, the researcher had formulated to take about 90 minutes for each of the days. The time would start from 13.30 a.m. up to 15.00 a.m. The researcher had organized the topics as well. The topics were shown in the Table. 4.2.
### Table 4.2 The Topics of the Program

<table>
<thead>
<tr>
<th>Days</th>
<th>Time</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>01.30 p.m. - 03.00 p.m.</td>
<td>TPR-Song</td>
</tr>
<tr>
<td>Day 2</td>
<td>01.30 p.m. - 03.00 p.m.</td>
<td>TPR-Chant</td>
</tr>
<tr>
<td>Day 3</td>
<td>01.30 p.m. - 03.00 p.m.</td>
<td>Micro teaching</td>
</tr>
</tbody>
</table>

As the explanation, in the first and second day, the researcher would propose the TPR song and TPR chant to acquaint the participants with the way to teach English to the young learners using fun and stress free activities. The participants would be guided to find out the benefits of the TPR and the way to use it through several activities. In this case, the activities were organized around three ways: Observing and discussing a teaching demo, doing an analyzing task, and reviewing the materials. Besides, the researcher would also propose the micro teaching in the third day. The micro teaching enabled the participants to practice what they had received in the previous meetings. The activities in the third day were organized around two ways: doing the teaching demos and assessing the demos.

### b. Developing the Materials

This phase was the second step in developing preliminary form of the product. There were two steps in this phase. The steps included formulating the activities and producing the module. The explanations were explained in the following explanations.
1) Formulating the activities

Based on the topics and plans which had been organized, the researcher then specified the activities for each topic. The activities of each meeting were described as follows.

a) The Activities for Day 1

The day dealt with TPR which was combined with songs. There were two kinds of action songs which would be discussed in that day entitled ‘Stand Up, Sit Down’ song and ‘Jumping-Jumping’ song. There were three activities in that day, including the ‘teaching demo’, ‘activity 1’, and ‘activity 2’. Each of the descriptions was described in the following points.

- Teaching Demo

This part included giving a model of how to teach the young learners by using TPR song. The activity began with introducing some action words of a song entitled ‘Stand Up, Sit Down’. The song consisted of the words ‘clap hands’, ‘stamp feet’, ‘stand up’, and ‘sit down’. All of those words were introduced in form of giving commands. The participants would listen to those commands and do the action after observing the tutor modeled some actions associated with the commands. The tutor would teach the song to the participants, who took part as the pupils, after introducing the action words of the song. In the next phase, the tutor along with the participants would sing the song and do the action together.
• **Activity 1**

This part was called ‘activity 1’ since this part referred to the participants’ first task activity. In the activity, the participants would analyze a song entitled ‘Jumping-Jumping’ songs. The tutor would guide the analyzing process using some guided questions (see the guided questions in the appendix 7). After the analyzing process, one of the participants would attempt to teach the song using TPR method.

• **Activity 2**

This activity was the participant’s second task. The activity involved the participants in checking their understanding of the benefits of TPR. The task was in the form of agreement and disagreement statements. The participants would answer the task based on their experiences in the teaching demo part. The statements were in accordance with the TPR theories.

b) **The Activities for Day 2**

The day dealt with the TPR which was combined with chants. The participants would recognize and learn the term of chants. There were two chants which would be discussed in that day. They were “Ruler on the Book’ and ‘Square, Square’. The activities in that day involved ‘teaching demo’, ‘activity 1’, and ‘activity 2’. The explanations were formulated in the following points.

• **Teaching Demo**

This part involved the participant to observe the way to teach some words in a chant entitled ‘Ruler on the Book’. The tutor would show the way to introduce
some important words of the chant and the way to use the TPR in saying the chant. The words were ‘ruler’, ‘book’, and ‘pencil’. The participants would recognize the language which the tutor used. After introducing those words, the tutor started to introduce the chant as well as the actions.

- **Activity 1**

  This part referred to the participants’ first task of the day. The participants listened to a new chant entitled ‘Square, Square’. In the activity, the participants were asked to discuss how to introduce the chant using the TPR method in groups. They would report the results and have one of the participants to demonstrate the way to teach the chant.

- **Activity 2**

  This part was the participants’ second task. In this part, the participants would check their understanding of the principles of using the TPR. The task was also in the form of agreement and disagreement statements. The statements were based on the theories of TPR.

c) **The Activities for Day 3**

  The day dealt with having the participants practiced to teach the TPR-song and TPR-chant. There were three songs and three chants provided. Each of the participants would pick one of the songs or chants and prepare the steps for teaching the songs or chants. While one of the participants was becoming the performer, the other would take part as students and assessors. They would fill the
rubrics which had been provided and give comments based on the performers’ performances.

Table 4.3 The TPR-based Training Program Activities

<table>
<thead>
<tr>
<th>Days</th>
<th>Activities</th>
</tr>
</thead>
</table>
| Day 1 | - Teaching Demo: observing the demonstration to teach ‘Stand Up, Sit Down’ song.  
|       | - Activity 1: analyzing the ‘Jumping-Jumping’ song.                          
|       | - Activity 2: stating agreement and disagreement task.                       |
| Day 2 | - Teaching demo: observing the demonstration to teach ‘Ruler on The Book’ chant. 
|       | - Activity 1: analyzing the ‘Square, Square’ chant.                          
|       | - Activity 2: stating the agreement and disagreement task.                   |
| Day 3 | - Doing the micro teaching.                                                 
|       | - Filling out the rubric.                                                   |

2) Producing the Module

After specifying the activities, the researcher put them into a teacher module. The module would be used as the materials in the training program. The module was served in two languages which were English and Indonesian. The module included the introduction, unit 1: TPR song, unit 2: TPR chant, and unit 3: micro teaching. Each of them was described as follows.

a) Introduction

In this part, the researcher explained the content of the module. The researcher described the circumstances which were proposed in the module. The researcher also clarified to whom this module was for and how to use the module.
b) **Unit 1: TPR Songs**

‘Unit 1’ was about the TPR-Songs. The ‘unit 1’ contained all of the activities in the first day. They were the ‘demonstration’, ‘activity 1’, and ‘activity 2’. In the demonstration part, the researcher served it with the example of how to teach the ‘Stand Up, Sit Down’ song using the TPR method in the written form. The researcher set the language in a very simple way. The language was in the imperative form. In the ‘activity 1’, the researcher has provided the lyric of ‘Jumping-Jumping’ song and some instructions to do the task. Furthermore, in the activity 2, there were some statements about the benefits of using the TPR method generally. The task enabled the participants to check their understanding about the TPR based on their observation and experiences in the teaching demo activity.

c) **Unit 2: TPR Chants**

Unit 2 encompassed the TPR-Chants. The unit was built based on the activity in the second day. The activities were the ‘demonstration’, ‘activity 1’, and ‘activity 2’. The demonstration part was served with the example of how to teach the ‘Ruler on The Book’ chant using the TPR method in the written form. In the ‘activity 1’, there were a lyric of new chant entitled ‘Square-Square’ provided as well as some instructions to request the participant for analyzing how to teach the chant to the young learners. Moreover, the ‘activity 2’ contained some agreement and disagreement statement about the way to teach a language using the TPR.
d) **Unit 3: Micro Teaching**

Unit 3 encompassed the micro teaching for the participants. There were three songs and three chants provided. In order to construct the obvious activity, the researcher afforded some instructions to ask the participants to choose which songs or chants they would like to teach. After choosing the songs or the chants, they were instructed to prepare for the steps on how to teach the songs or chants to the young learners. Those instructions as had been mentioned before were for the performers. Besides, there were also some instructions for the audiences. They were instructed to take part in the micro teaching as the pupils and fill out rubrics given to them as the assessor.

c. **Designing the Assessment plans**

This phase was the third step in developing preliminary form of the product. The researcher, in this stage, planned for the ways to assess the participants’ learning and to evaluate the program. To assess the participants’ learning, the researcher planned for two ways of assessments. The first assessment was served as the ‘activity 2’ in the first and second units. The assessment was about stating the agreement and disagreement with some statements associated with the understanding of the benefits of using the TPR and how to teach using the TPR. The assessment was considered as a review to check the participants’ understanding of what they had learned in the first and second meetings. The assessment was designed to indicate whether the participants could meet the goals or not. The assessment linked with the formative assessment. According to Brown (2004), Formative assessment includes evaluating students in the process of
‘forming’ their competencies and skills with the goal of helping them to continue that growth process (p. 6). In this case, the assessment was conducted in order to see the participants’ progress. The assessment provides information about what they have achieved and what they need to work on.

The second assessment linked with the third meeting of the training program. Since the training program focused on introducing the TPR method of which the one of the objectives included the participants are able to do the micro teaching on the TPR-song and TPR-chant, then the assessment would deal with the way to assess the participants’ performances in doing the micro teaching. The participants would be involved in the assessment as the assessors of their colleagues’ performances. In a sense, this assessment was covered with peer assessment. The involvement of the participants in doing the peer assessment was to obtain one of the goals that the researcher had formulated. The goal dealt with gaining the participants in being able to assess the participants’ performances. The participants would be asked to fill out the rubrics and give comments on the space available in the rubrics.

There were five criteria to be assessed in a rubric. The criteria contained the abilities of the performers to be able to (1) use clear teaching steps, (2) give clear instructions, (3) use clear voice intonation, expressions, and gestures, (4) model proper actions which were in accordance with the instructions, and (5) use good repetitions. The criteria could offer scaled ratings. The scaled ratings were from number one up to number five. Each of the number had been defined as follows:

5 = excellent
4 = good
3 = quite good
2 = insufficient
1 = very insufficient

Those points above were used to assess the performers’ performances. The assessment was in connection with summative assessments. Brown (2004) notes that “summative assessment aims to measure, or summarize what a student has grasped, and typically occurs at the end of a course or unit of instructions” (p. 6). The assessment, in this case, would assist the researcher to see how well the participants accomplished the objectives. In the connection with an evaluation, the researcher would use the results of the rubric to find out the strengths and weaknesses of the performances based on the participants’ and researcher’s points of view.

Besides planning the assessments of students’ learning, the researcher planned for the evaluation of the program as well. The evaluations were linked with formative evaluation. Brown notes that the key in the formative form is the delivery and internalization of appropriate feedback on performance (2004, p. 6). The evaluation form enabled the researcher to gather comments and suggestions at the design of the program and implementation of the program. In this case, the researcher would conduct the pre-evaluation and post-evaluation. The pre-evaluation dealt with the evaluation of the designing program. The evaluation would involve an expert of the TPR method to check the effectiveness of the program design. The researcher would conduct a personal communication with
the lecturer to find out comments and suggestions to improve the designing program. The researcher expected the expert to evaluate what was effective and what was not effective so that the course can meet the students’ or the participants’ needs.

On the other hand, in the post evaluation, the researcher would evaluate the implementation of the designing program. The researcher conducted the evaluation in order to find out the results whether the program could encounter the goals and fulfill the needs or not. The researcher would accomplish the evaluation by asking the participants to give their feedback in the written form. The evaluation would be conducted at the end of the last meeting of the program. It was aimed to give the participants a voice in their learning. In addition, the researcher would also interview the principal and one of the educators as a sequel of the evaluation to gain their personal points of view about the program.

4. Preliminary field testing

To evaluate the design, the researcher accomplished an interview with a lecturer who was an expert on understanding the TPR. Conducting the personal communication aimed to ask for the evaluator’s comments and suggestions. The results were presented in the following descriptions.

a. Evaluating the Program Design

In order to improve the design, the researcher evaluated it. The evaluation was held on October 6th, 2014. The researcher conducted an interview to one of lecturers in English Education Department of Sanata Dharma University. The
interview belonged to a personal communication. The researcher conducted the personal communication in order to clearly achieve the evaluator’s comments and suggestions at the program design. The lecturer was considered as the evaluator of the design. The evaluator was an expert in comprehending the TPR method. The evaluator had had more than 20 years in his teaching experiences, including teaching language methodology and teaching English for young learners. The evaluator had also had his post-graduate degree in education. Additionally, in conducting the personal communication, the researcher did not record the results; however, the researcher described what the evaluator had declared to improve the design in the written form and confirmed the description of the results to the lecturer.

Based on the activity, the researcher obtained some comments and suggestions. The evaluator stated that the goals and the objectives were clear. However, there were several additional activities that the researcher needed to add in the implementation process. The evaluator suggested that it was better for the researcher to show Asher’s TPR-video and discuss the basic theories embedded in the TPR method. The researcher needed to inquire the participants to watch the video and stimulate them to some guided question in order to get the participants to be aware of the basic theories.

Have you watched James Asher’s TPR Video? You should watch it. You could play this video and ask the participants to watch. You discuss the activities in the video. Help them to be aware of three important points which the video states at the beginning. Ask the participants to concern about what things happen in the video. You could direct them using some guided questions. You need also to explain how ‘Trace Theory’ works in TPR.
The evaluator posed that the researcher needed to provide the module with those theories. It was important since the researcher was designing the module for the training program. The evaluator also gave comments on the ‘activity 1’ of the ‘unit 1’. The evaluator acknowledged that the ‘Jumping-Jumping’ song provided in the activity 1 was not visually appropriate based on the grammar context. The words which were contained in the songs were not parallel. The evaluator suggested the researcher to change the song into the appropriate one. In the ‘activity 2’ of ‘unit 1 and 2’, the evaluator agreed with the activity that the researcher instructed the participants to choose some statements provided. The activity was designed to assess the participants’ understanding of the TPR’s benefits and way to teach English by using the method. The evaluator agreed since the statements had been designed based on TPR Theories.

5. The Main Product Revision

In this phase, the researcher reported what improvement the researcher had done. The researcher developed and improved the design based on the comments and suggestions of the evaluator.

a. Revising The Materials

After accomplishing the comments and suggestions, the researcher began to revise the design. The researcher added the activity of playing the TPR video on the third day of the program. The video would be played to review all of the activities in the first and second day. The reason why the researcher put the activity on the third day was because the researcher believed that learning was an
inductive process. The participants could learn the principles of TPR, including the benefits and the way to teach English by using the method through some TPR-song and TPR-chant activities. The researcher expected the participants to concern how the principles of the method found in those activities. By observing the activities, the participants were possible to learn, interpret, or analyze the method by themselves. Therefore, the activity of playing video would be considered as a review of what the participant had acquired on the previous days. In this case, the activity of playing video was not included in the module since watching the video was an activity for reviewing the overall activities in the training program.

Besides, talking about the ‘Jumping-Jumping’ song in the module, the researcher defended to still put it on the ‘activity 1’ in the ‘unit 1’ since the song was a common song sung in Ceria. The researcher had the purpose to assist the participants to be aware of the song which was not correct based on the grammatical context. To aid them of being concerned about the incorrectness, the researcher added one additional instruction in the activity 1 which sounded: “The words jumping, hop, and running are not parallel, let’s think how to make them parallel.” (See the module on page 5 in the appendix 8).

In addition, the researcher made some revision in the introduction part and added some module descriptions as well. The descriptions were explained in the following explanations.
1) The revision of the Introduction

The researcher revised and served the introduction with four subheadings. They were ‘what is TPR?’, ‘why TPR?’, ‘why song?’, and ‘why chant?’. The explanation of each term was shown in the following descriptions.

- **What is TPR?**

  This part refers to the background of who developed TPR as a language teaching method and how he builds the method. The part explains, in the module, that James J Asher is a person who has built the method after observing the way babies learn their first languages. There are also theories of TPR which are provided in this part.

- **Why TPR?**

  This part includes the reason why TPR is chosen as the appropriate method to teach young learners. The reason is because TPR links with one of children characteristics which they tend to go for meaning as Moon states that children have the ability to make sense of what is happening is a situation (2005. p. 5). The coordination between the language and the action can help the children attempt to grasp the meaning of words which were introduced.

- **Why songs?**

  This part covers with the reason why song is chosen in this program. Song is chosen since it is habitually used in Ceria. The part explains that it is suitable if the song is combined with TPR. The combination of the song and TPR method can help the young learners to comprehend the song given easily.
• **Why chants?**

  This part declares the reason why chant is introduced in this program. Chant is like a song and is appropriate for young learners because it can help them learn rhythm and stress pattern in words, phrases, and sentences. To help the young learners comprehend the meaning, chant can be combined with TPR.

2) **The revision of Module**

  Beside those subheadings in the introduction, the researcher also added some additional subheadings, which were served as the module description. The subheadings were ‘what is it?’, ‘who is it for’, ‘what is it about?’, and ‘how to use it’. The descriptions were added to guide the participants to grasp the use and the content of the module in the training program. The descriptions were described as follows:

• **What is it?**

  This part serves to clarify the existence of the module in the training program. The part explains the use of the module for introducing some TPR activities which can be used to teach English to young learners.

• **Who is it for?**

  This part serves to clarify to whom the module is intended to. The part states that the module is for the educators and educator assistants of Ceria Kindergarten, Demangan Baru, who become the participants of the training program.
• **What is it about?**

This part serves the explanation of the module content. The part spell out that the module covers two ways of teaching English using TPR method namely TPR-song and TPR-chant.

• **How to use it?**

This part elucidates the way the participants use the module. The participants can use the module when they needed to see the lyrics of songs or chants and do the tasks. They can also refer to the demonstration part when they are preparing their micro teaching.

6. **The Implementation of the Program Design**

To help the school gained the needs and to check the effectiveness of the design, the researcher implemented the designing program. The implementation was based on the schedule which was settled in the school. The implementation took three days which started on Monday up to Wednesday. The program implementation was conducted in one of classes in the pre-school. In this case, the more information about the implementation could be seen in Part B.

B. **The Presentation and Results of the Training Program**

The second research problem presented the implementation of the design. In order to answer the second question, the researcher divided the description into three parts. They were (1) the description of the training program, (2) the
description of the program evaluation, and (3) the researcher’s reflection on the program.

1. **The Description of the Training program**

   The training program was conducted in three days. The training program was mainly in the form of workshop. Thus, the program involved the participants to see a lot of demonstration, take part in the demonstration, and have a lot of discussion. In this case, the researcher conducted the program using bilingual language. The researcher mostly used Indonesian in the discussion process. The researcher used English only in the demonstration part. It aimed to give a model about how English should be used while teaching the young learners. The detailed activities of the program were described in the following descriptions.

a. **Day 1**

   The first meeting of the training program was held on October 13\textsuperscript{th}, 2014. The participants who attended the program were merely three from the six participants. They were two kindergarten educators and one kindergarten educator assistant. The others could not attend the program since they had business outside. There was also an additional participant in the meeting. The participant was an educator of playgroup from Smiley Class, who was interested in joining the program. The program started at 01.45 p.m. up to 03.00 p.m. It was fifteen minutes late since the participants were still little bit busy with their daily work activities.

   At the beginning of the training program, the researcher, as the tutor, started the course by greeting the participants. The tutor explained some circumstances in
association with the program. First, the tutor explained the reasons why the researcher conducted the program. There were two reasons which had been declared. They were to fulfill the researcher’s thesis study and to fulfill the needs of the educators which were found in the need assessment. Second, the tutor confirmed how long the program would be. Third, the tutor, then, highlighted what things the participants were going to learn during the program. After that, the researcher distributed the module and explained the use of the module.

Next, the tutor moved to the main activity in order to introduce the TPR-song. The tutor played a song entitled ‘Stand Up, Sit Down’ and asked the participants to listen to the song. The song was played twice. The aim was to have the participants familiar with the song. Furthermore, the tutor clarified the participants that the tutor along with them would move to the demonstration part. The participants were requested to observe the way the tutor introduced some keywords of the songs before teaching the song. They were asked to take part as the kindergarten pupils in the demonstration as well. The tutor explained that the song consisted of four stanzas; however, they would merely learn two stanzas. It was because the participants would act as kindergarten pupils and the tutor held her belief of the importance of making the pupils felt successful in learning foreign language. Thus, the pupils needed to learn the song gradually.

In the demonstration, the tutor, who acted as a kindergarten teacher, rendered some instructions for the participants. The instructions referred to some action words based on the two stanzas. The words were ‘stand up’, ‘sit down’, ‘clap hands’, and ‘stamp feet’. Those words were instructed to the participants,
who acted as the kindergarten pupils, before they learned to sing the song. The aim of giving instructions was to provide scaffolding in order to help them to comprehend the song while singing it later on. The instructions were rendered gradually as well as taught the stanzas of the song. The teacher also demonstrated some actions while giving those instructions. In the procedure, the teacher, firstly, gave instructions with the words ‘stand up and sit down’. The instructions were repeated three times. Secondly, the teacher gave an instruction of the words ‘clap your hands’ and repeated the words three times as well. The teacher repeatedly instructed all of those instructions three times to ensure that the pupils would remember those words. The pupils listened to those instructions attentively and responded physically.

After giving those instructions, the teacher commenced teaching the first stanza of the song. The teacher sang the first stanza of the song and performed the actions as well as used some gestures while singing the song. The gestures assisted the pupils to comprehend the song. The song was repeated three times in order to get the pupils familiar with the song (See the module on page 2 in the appendix 8). After singing the first stanza of the song, the teacher gave another novel instruction. The teacher instructed the words ‘stamp your feet’ and repeated it three times. Next, the teacher instructed the pupils to stamp their feet, stand up, and sit down. The teacher kept giving those instructions three times. After that, the teacher sang the second stanza of the song more than one time and demonstrated the actions. In time the pupils had been familiar with the second
stanza of the song, the teacher repeated the song started from the first stanza up to the second stanza.

After accomplishing the demonstration part, the tutor led a discussion to figure out what things they did in the demonstration. The tutor gave some guided questions (see the guided questions A in the appendix 7). Those guided questions assisted the participants to figure out what TPR was and what the benefits of the method were. After that, the tutor invited the participants to move to the next activity. The tutor asked the participants to recall and mention what the TPR-song they had known. The tutor reminded them with a song which had been commonly used in Ceria namely ‘Jumping-Jumping’ song. The tutor aided the participants to be aware of the incorrectness of the song which the composition of the words was not parallel (See the module on page 5 in the appendix 8).

The participants then attempted to make the song to be parallel by changing the words ‘hop’ into ‘hopping, hopping’. In this case, the tutor clarified that the word ‘hopping’ might engender a confusion for the young learners since the meaning of the word ‘hop’ was the same as the word ‘jump’. To avoid the confusion among the young learners’ interpretation, the researcher suggested the participants to find another action verb. To replace the word ‘hopping, hopping’, the participants chose the words ‘flying, flying’ subsequently. After analyzing the song, the tutor invited one of the participants to be a volunteer to teach the song by using the TPR method.

After that, the tutor gave some guided questions to the participants related to the performance of the volunteer. It aimed to aid the participants to be aware of
some important aspects in teaching the young learners; such as giving clear instructions and conducting repetitions (See the guided questions C in the appendix 7). In the very last of the activity, the tutor invited the participants to do the ‘activity 2’. They were asked to state whether they agreed or disagreed with some statements provided. This activity was the activity for review. The participants answered the task based on what they had experienced and achieved from the demonstration and discussion processes. After doing the task, the tutor discussed the results in order to check the participants understanding of the TPR method.

b. Day 2

The second meeting of the training program was held on October 14th, 2014. There were four of the target participants who could attend the meeting. They were the two kindergarten educators and two kindergarten educator assistants. The others still could not come since they had business outside. There were also two different additional participants who joined the program including two play group educators from Little and Happy Classes. The meeting could be started on time at 01.30 p.m. and finished at 03.00 p.m. The tutor began the program by greeting the participants and reviewing some materials in the previous meeting. The tutor invited the participants who attended the first meeting to review what they had learned about the TPR. Then, the tutor explained what the participants were going to learn.

The tutor played a chant entitled ‘Ruler on the Book’ and asked the participants to inspect the difference between a song and chant. The tutor invited
the participants to practice the chant and conclude what made the chant differed from the song. After practicing the chant, the tutor moved to the demonstration part. The tutor invited the participants to take parts as the kindergarten pupils. The tutor also clarified that the tutor would take a part as the kindergarten teacher. The tutor encouraged the participants to observe the way the tutor introduced some words of the chant up to teaching the chant. The words were ‘ruler’, ‘book’, and ‘pencil’. To support the learning process, the tutor had provided some media. The media were the realia of rulers, books, and pencils.

At the beginning, the tutor, who acted as the teacher, commenced the procedure by showing the realia of a ruler. The teacher showed the realia of the ruler and introduced the word ‘ruler’ to the participants, who acted as the pupils. The teacher repeated the word three times. The teacher, by using a gesture, encouraged the pupils to repeat the word. Next, the teacher introduced another word which was ‘book’. The teacher showed the realia of the book and encouraged the pupils to repeat the word using the same gesture. The word was repeated there times. After introducing those words, the tutor called some students to practice the words ‘give me a ...... please’, ‘thank you’, and ‘you’re welcome’. It was aimed to teach the pupils how to show gratitude and form good habits among the pupils.

The teacher, firstly, called a student by using a gesture and mentioning her name. The teacher encouraged her to say ‘give me a ruler, please’. The pupil said those words and the teacher gave her the ruler and said the word ‘here’. The teacher next encouraged the pupil to say ‘thank you’. The pupil said ‘thank you’
and the teacher replied it by saying ‘you are welcome’. After that, the teacher called another pupil and encouraged her to say ‘give me a book, please’. The pupil said ‘give me a book, please’. The teacher gave her the book and said ‘here’. The teacher next encouraged her to say ‘thank you’. The pupil said ‘thank you’ and the teacher replied it by saying ‘you are welcome’. To ensure all pupils accustomed to showing the gratitude, the teacher called the two pupils to practice it once more. The teacher encouraged the first pupil to say ‘give me a book, please’ to the second pupil. The pupil said those words and the teacher encouraged the second pupil to give the book and say ‘here’. The pupil gave the book to the first pupil and said ‘here’. The first pupil then said ‘thank you’ and the second pupil replied it by saying ‘you are welcome’.

After that, the teacher distributed the realia of rulers and books to all of the students. The teacher repeatedly mentioned the words ‘book’ and ‘ruler’ while distributing them to each pupil. After that, the teacher started to teach the chant. The teacher said the chant and demonstrated the action by raising the ruler and put it on the book. The teacher then asked all pupils to do it together. The teacher asked the pupils to show their rulers by saying ‘where is your ruler? Show me your ruler, please’. In order to stimulate the pupils to show their rulers, the teacher made a gesture of raising the ruler in the air. Next, the teacher asked the pupils to show their books by saying ‘where is your book? Show me your book, please’. The teacher then began to say the first stanza of the chant (See the module on page 8 in appendix 8). The teacher along with all of the pupils demonstrated the action together.
After that, the teacher showed the realia of a pencil and introduced the word ‘pencil’ to the pupils. The teacher repeated the word three times and encouraged the pupils to say it. Then, the teacher distributed the realia of pencils to all of the pupils. The teacher asked them to show their pencils. The teacher, next, said the second stanza of the chant and demonstrated the action along with them. After saying the chant, the teacher asked them to give the rulers, books, and pencils.

The previous procedures were the way to introduce some words of the chant and the way to help the pupils familiar with those words. After conducting the demonstration, the tutor led a discussion about how to teach the young learners using the TPR method. The tutor guided the participants by asking them using some guided questions (see the guided questions D in the appendix 7). After the discussion, the researcher requested the participants to do the task in the ‘activity 1’ in ‘unit 2’. The researcher introduced a new chant entitled ‘Square, Square’. The participants were asked to find and work with their partners to think and discuss the way to teach the chant. Next, the tutor requested the participants to report the results of their discussions. There were three groups and each group had a chance to provide their opinions and give comments for the reports of other groups. After that, the tutor invited one of the participants to be the volunteer to teach the chant.

In the last activity, the tutor asked the participants to do the ‘activity 2’ task. The task referred to reviewing the materials the participants had achieved based on the demonstration and discussion. After the participants had done with the task, the tutor invited them to discuss the results. The tutor discussed the results since
the tutor needed to assess further whether the participants had understood the way to teach English by using TPR or not. After that, the tutor gave the home work to the participants. The home work dealt with the micro teaching in the third meeting. Each of the participants was asked to choose one of the songs or chants in the ‘unit 3’ and prepare for the way to teach the songs or chants. They were also expected to prepare for the media they needed in the micro teaching. In this case, the tutor had also distributed six cassettes which consisted to the songs and chants. The cassettes assisted the participants to recognize the songs and chants in the ‘unit 3’.

c. Day 3

The third meeting of the training program was held on October 15th, 2014. There were four of the target participants who attended the meeting: including two kindergarten educators and two kindergarten educator assistants. There were also additional participants who joined the program. They were the principal and three play group educators. The meeting started on time at 01.30 p.m. and finished at 03.00 p.m. In the activity, the tutor began the class by greeting and communicating the main activity in the meeting. The main activity referred to conducting the micro teaching. There were six performers who conducted the micro teaching. The performers were the 2 kindergarten educators, the 2 kindergarten educator assistants, and the 2 playgroup educators. They were the participants who were present in the second meeting. The tutor explained that if there was one who was performing the teaching demo, the rest participants would be considered as the audiences. The audiences were expected to take parts on the
teaching demo as the pupils and fill out the rubrics provided after the teaching
demos ended. They were also expected to give comments on the performances on
the space available in the rubrics.

Next, the tutor invited the performers to do the teaching demos. Three of the
performers taught songs entitled ‘Hokey Pokey’, ‘Colors’, and ‘Open, shut them’. Meanwhile, the rest performers taught chants of which the titles were ‘This is a
hat’, ‘Shoes and shirt’, and ‘Take a napkin’. All of the performers taught the
songs and chants by using the TPR method. Some of them also brought their own
media to teach the song or the chant. The activities took about an hour; including
cconducting the teaching demos and filling out the rubrics. To appreciate their
performances, the tutor thanked the performers for their efforts and courage. The
tutor then gave some general comments about their performances.

In the next activity, the tutor played Asher’s TPR video. The video was used
to review all of the materials and activities in the training program. The video was
delivered in English. The video also showed how a Spanish teacher was teaching
Spanish to his students using TPR. In this case, the tutor invited all of the
participants to watch the video and relate the video to what they had learned in the
two previous meetings. The tutor showed the video from part to part in order to
enable the tutor to explain the content. The tutor, next, next encouraged the
participants to view the real concept of the TPR proposed by Asher. The tutor
invited two participants to stand beside the tutor. The tutor issued few English
commands to the two participants and performed the action with them. After
having some repetitions, the same participants demonstrated the action without the tutor.

After observing the demonstration, the tutor encouraged the participants to conclude the important principles of TPR. They declared that the TPR dealt with introducing a language accompanied with the action. They also added that TPR dealt with some repetition and the language given referred to the emphasizing of action verbs. The tutor then corrected the conclusion and stated that the emphasizing of the action verbs referred to the imperative form. Finally, the tutor thanked the participants for all of their participations during the training program and conducted an evaluation survey. The evaluation survey aimed to gain the participants’ opinions about the program.

2. The Description of the Program Evaluation

This phase dealt with how the researcher described the description of the evaluations. The evaluations were based on the participants’ performances of the micro teaching and participants’ opinion of the program. After describing the evaluations, the researcher presented the researcher’s reflection of the program.

a. The Participants’ Performances Evaluation

The researcher evaluated the six performances in this phase. The evaluations were based on the participants’ and the researcher’s point of view. In order to get the participants’ points of view, the researcher analyzed the results of the rubrics. The researcher evaluated the performances based on the five criteria in the rubric, including the performers were able to (1) use clear teaching steps, (2) give clear
instructions, (3) use clear voice intonation, expressions, and gestures, (4) model proper actions which were in accordance with the instructions, and (5) use good repetitions. The criteria were evaluated using the five scaled ratings; including (1) 1= very insufficient, (2) 2= insufficient, (3) 3 = quite good, (4) 4 = good, (5) 5= excellent.

1) Participant 1

The first participant was the first performer who taught a TPR-song entitled ‘Hokey-Pokey’. Based on the results of the participants’ rubrics, the performer was good in doing the performance. In this case, the researcher was going to explain the description. All of the participants noted that the performer was good in the criteria number two and four. All of them chose the fourth scale for those criteria. There were five from six who chose the fourth scale for the criterion number two, while another choosing the third scale. In the third criterion, there were four participants who chose the fourth scale; other chose the third scale, and another chose the fifth scale. Moreover, there were five from six participants who chose the fourth scale in the criterion number five, while another choosing the fifth scale. In order to measure the achievement, all of the results were averaged. As the results, the performer achieved 4 in the first criterion, 3.9 in the second criterion, 4 in the third criterion, 4 in the fourth criterion, and 4.2 in the fifth criterion. Thus, it could be concluded that the participants was ‘good’ in doing the performance (see the results in the appendix 11).

Those were the results of the participants’ points of view. On the other hand, there was another sight from the researcher’s point of view. Based on the
researcher’s point of view, the performer was quite good in giving the instructions that she used good repetition in the teaching process. However, the performer did not provide complete instructions associated with the song. In the song, there were some action words which could be introduced. They were ‘put right hand in’, ‘put right hand out’, ‘put left hand in’, ‘put left hand out’, ‘shake’, and ‘turn around’. In this case, the performer focused only on the instructions of ‘put right hand in’, ‘put right hand out’, ‘put left hand in’, and ‘put left hand out’. It then engendered the performer could not allow good and clear transition to the song. Fortunately, while giving those instructions, the performer used clear voice and good intonation which were good. The performer could properly demonstrate the action as well.

2) Participant 2

The participant was the second performer who taught a song entitled ‘Colors’. Based on the rubric, there were five participants who chose the fifth scale and another chose the fourth scale for the criterion number one. In the criterion number two, there were three participants who picked the fifth scale and the other picked the fourth scale. Besides, there were four from the six participants who chose the fourth scale; meanwhile, the rest chose the fifth scale in the criteria number three, four, and five. All of the results were averaged. Based on the average, it was viewed that the performer was good in doing the teaching steps. The performer was good in using clear voice intonation, proper expression, gestures, and repetition. The performer was also good in demonstrating the actions. The conclusions were concluded due to the performer
obtained 4.9 in the first criterion, 4.5 in the second criterion, and 4.4 in the third, fourth and fifth criteria. Those things were the sight of the participants who assessed the performer. (See the results in the appendix 11)

In the researcher’s point of view, the performer was very good in doing the teaching steps. The performer provided some media to introduce colors. The colors were based on the colors in the song such as red, yellow, blue, and green. The performer gradually introduced the colors to the other participants, who were the students in the micro teaching. The performer used good repetition in teaching the colors. The performer used clear voice intonation, proper gestures and good expressions as well. The performer noticed of the use of very simple language. The language was in the form of imperative; such as ‘look’, say and ‘listen’. Unfortunately, the instructions that should be given to the students were blurred. The performer did not give any instruction for the pupils to do the actions, like “show me the red”, etc. In this case, the performer focused only on introducing the colors and then sang the song.

3) Participant 3

The participant was the third performer. The performer taught a chant which the title was ‘Take A Napkin’. Based on the participants’ rubrics results, there were five from six participants who chose the fifth scale in the criteria number one, two, three, and five while there was only one who chose the fourth scale. Moreover, in the criterion number four, there were three who chose the fifth Scale and the rest chose the fourth scale. In conclusion, the performer was very good in doing the teaching demo. The conclusion was based on the average results that the
performer obtained 4.9 in the criteria number one, two, three, and four and 4.5 for criterion number four. (See the results in the appendix 11)

Based on the researcher’s point of view, the researcher saw that the performer was excellent in doing the teaching steps. The performer had made the good preparation. The performer brought some media used to teach the chant, including the realia of plates, forks, napkins, and cakes. She gradually introduced the name of the realia objects well before teaching the chant. The performer was also excellent in using voice intonation and clear expressions as well as the gestures. The performer used good repetition. The performer was also clear in giving instructions to the students. However, the use of the language was still complex for young learners.

4) Participant 4

The participant was the fourth performer. The performer taught a chant entitled ‘Shoes and Shirts’. Based on the participants’ points of view, the performer was very good in doing the all criteria. It was because the performer achieved 4.7 in the criteria number one, two, three, and four and 4.9 in the criterion number five. The results were averaged from the results of the rubrics. In the rubrics, there were five from six participants who chose the fifth scale and there were only one participant who chose the third scale in the criteria number one and two. In the criteria number three and four, there were four who picked the fifth scale and the others picked the fourth scale. At last, in the criterion number five, there were five who chose the fifth scale and another chose the fourth scale. (See the results in the appendix 11)
In the researcher’s point of view, the researcher agreed that the performer was very good in doing the teaching steps. The performer started to introduce the words ‘shoes’ and ‘shirts’ to the students. The performer also provided some pictures and distributed them to the students. In giving the instructions, the performer was also good. The performer instructed the students to show the pictures and the instruction enabled the pupils to follow the instructions. The performer paid attention to the repetition and gesture. However, the voice was not louder enough.

5) Participant 5

The fifth participant was a performer who taught a song. The title of the song was ‘Open, Shut Them’. In the rubrics, there were five participants who chose the fourth scale in the criteria number one and another chose the fifth scale. There were four who chose the fourth scale for the criteria number two and four and the others chose the fifth scale. In the criterion number three, there were three participants who chose the fifth scale and the others chose the fourth scale. At last, in the fifth criterion, there were five who chose the fourth scale and the other one chose the third. After all results were averaged, it was known that the participants gained 4.2 in the first criterion, 4.4 in the criterion number two, 4.5 in the criterion number three, 4.2 in the criterion number four, and 3.9 in the criterion number five. In the conclusion, based on the participants’ points of view, the performer was good in doing the performance. (See the results in the appendix 11)

Based on the researcher’s point of view, the performer was good in giving instructions. The performer used clear voice intonation. The performer was also
used good repetition in introducing some key words contained in this song. Unfortunately, the performer did not pay attention on the use of gesture while speaking. The language that the performer used was the complex one.

6) Participant 6

The sixth participant was the last performer. The performer taught a chant entitled ‘This Is A Hat’. Based on the results of the rubrics, there were five participants who chose the fourth scale in the first criterion and another chose the fifth scale. In the criterion number two, there were four participants who chose the fourth scale while the others chose the fifth and third scale for the criterion. There were three participants who chose the fifth scale in the third criterion. The others chose the fourth scale and another chose the third scale in the criterion. In the criterion number four, there were three participants who chose the fifth scale and the others chose the fourth scale. At the last criterion, there were three participants who chose the fifth scale; others chose the fourth scale, and another chose the third scale. To sum up the descriptions, the participants viewed that the performer was good in doing the steps as well as giving the instructions. The way the performer use voice intonation, expression and gestures was also excellent. The performer was also good in demonstrating the action and using repetition. The conclusions were proved from the average achievement that the performer gained 4.2 in the first criterion, 4 in the second criterion, 4.4 in the third and fifth criteria, and 4.5 in the fourth criterion. (See the results in the appendix 11)

In the researcher point of view, the way the performer taught was good in the steps. The performer used media in teaching the chant. The performer began
with introducing the word ‘hat’ and showing the realia of hat. The performer used good repetition in introducing the words. The performer was very good in giving instructions as well. The performer could properly demonstrate the actions in accordance with the instructions. In this case, the performer also utilized gestures; however, it is only in a little part. The voice was clear and the facial expression was good.

b. The Participants’ Opinions of the Program

The researcher accomplished a survey about the implementation of the training program. The researcher provided two questions for the participants to answer. The questions were using Indonesian and given to the participants at the end of the third meeting. The questions encompassed (1) what they have achieved from the training program and (2) what their messages and impressions about the program are. The participants wrote their answers on the space available in some sheets of paper which were distributed by the researcher.

Based on the survey, in answering the first questions, the overall participants stated that they could achieve a lot of fruitful things from the program. They obtained experiences in learning novel knowledge about a language teaching method named TPR. They became more aware of the way to introduce or teach English to children. They identified the method which combined the language and motion and enabled children to grasp the meaning easily. Moreover, they could also practice how to apply the method in the program. They learned about the application of the method which was built upon the teachers’ and students’ sights. It was because the program provided enough
opportunities for them to practice as students and teachers. They acknowledged that the method was fun and simple so that they could apply the method by themselves.

For the results of the second question, the participants confessed that the program provided a good knowledge sharing. They got enlightenment that teaching English to children did not require a difficult method. Teaching English merely required the simple method. By using motions and proper articulation of language, children would easily accept the language. They also admitted that TPR could help children become acquainted with unfamiliar vocabularies without feeling difficult. Children could respond teacher’s commands appropriately through the TPR and it was enjoyable for them. Furthermore, the participants also stated some impressions about the atmosphere in the program. They acknowledged that they were pleased to join the program because the program was pleasant and not strained. The program was interesting and understandable. (See the results in the appendix 12)

c. The Principal’s and Educator’s opinions of the Program

Besides conducting the survey, the researcher also conducted further interviews with the principal and one of the kindergarten educators. The interviews were held on October 16th, 2014 and conducted using Indonesian. First, the researcher interviewed the educator. The researcher asked her whether the program could fulfill the needs or not. She acknowledged that the program had fulfilled as what she desired. She was satisfied with the program which enabled her to comprehend the way to teach English to children with ease.
(In the last three days, I have been taught by the tutor. I am so satisfied due to more know how to easily teach English to children. It is a simple method; however, it enables children to comprehend what has been meant. The use of action in the method has represented visualization which enables children to remember it. It is because children tend to easily remember for something which is visible. This program has fulfilled as what I have desired)

After having the interview with the educator, the researcher conducted another interview with the principal. The researcher asked about the principal's general comments concerning the Program. The principal confessed that the program was interesting and enjoyable. The program was helpful, especially for the educators since the program aided them to recognize how to introduce or teach English to children and involve the children in the language teaching process.

First, it is interesting because the tutor is quite relaxed in delivering the program. I also can see how the educators and assistants enjoy the program. Furthermore, which is about the technique, despite the fact that we has occasionally used it as like what the tutor has previously told, we just recognize the technique and the other things when we joined the program. It really helps us, especially for the educators to deliver the way to teach, acquaint, and engage the pupils to use English packed with simple and interesting way like in yesterday. I hope, in the future, the educators can develop their skill to acquaint English to the pupils. I am so satisfied. I wish the program were conducted since the earlier past. It is for we identify what we have done will not be useless. Because when we speak English, the pupils do not understand. When we speak using long sentences and they do not understand, it seems like there is no use for it. It is good for us to know that there is an effective method and we could be interested to recognize it deeper. Unfortunately, the program was merely conducted in three days. That is, actually, the only unfortunate thing.)

Based on the interviews, the researcher concluded that the program could fulfill the needs of the principal and educator to be acquainted with the method, which was fun for teaching English to the young learners, and possess an understanding about the benefits.

3. The Researcher’s Reflection on the Program

This was the first time for the researcher to learn and experience to design the training program. The researcher had taken a long process of designing which starting from designing the program up to implementing it. In this phase, the researcher reflected things happened in the implementation of the program. The researcher perceived that the program was quite successful in achieving some of the goals. The researcher inferred the statements based on the evaluation results. The program had enabled the participants to learn and to be familiar with Total Physical Response as a language teaching method. They had developed the
greater understanding about the benefits and the way to use the method. The method, which was combined with songs and chants, was assumed to be easy for the participants to use by themselves. The participants had given positive responses to the program that it provided useful knowledge in the way to teach English to their kindergarten pupils. The program helped the participants to be aware of the way to teach English to the pupils. They become more concern with the use of clear voice, good intonation and expression, gesture, and motions which were needed as tools to help the pupils learn and grasp English easily. It could be seen from the performances evaluation that most of them really paid more attention in the use of visual aids, such as gesture, motion, and even realia of things.

Unfortunately, the researcher viewed that the knowledge could not be maximally absorbed by the participants. It was seen based on the performances evaluation that some of the participants were apt to forget the use of gesture while speaking. They still tended to use complex language which was abstract for young learners. Few of them also did not give the complete instructions related to the action verbs of the song or chant that they taught. Whereas, before they had to teach the song or chant, they needed to introduce some action verbs contained in the song or chant to their pupils and engage them to have physical action in accordance with the language. These cases were understandable. The cases might be influenced by some aspects. Firstly, it was because of the irregular attendance of the participants. Some of the participants could not attend the first meeting and it caused them to miss some important information discussed in the meeting.
Secondly, the case that they used complex language might be influenced by their habits. In the real class, they often used complex sentences while introducing English to their pupils. The researcher realized that it was quite hard to change the habit with only following the three days of the training program. The researcher also realized that the three days were not enough for them to unlearn their old habit.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts to discuss, namely conclusions and suggestions. The first part deals with the summarization of the study. The second part deals with the suggestions for the participants in the kindergarten and future researchers.

A. Conclusions

This study focused on designing a training program to introduce a language teaching method, namely Total Physical Response (TPR) for educators and educator assistants of Ceria Kindergarten Demangan Baru. The method was combined with songs and chants. This study aimed to fulfill the school’s need to recognize an English teaching method which the educators and educator assistants could apply by themselves. To accomplish this study, the researcher formulated two problem formulations. Those problems were (1) how the TPR-based short training program for educators and educator assistants of Ceria Kindergarten Demangan Baru was designed and (2) what the designing program looked like.

In order to answer the first question, the researcher adapting Graves’ course development processes. The researcher chose some steps from the processes to achieve the product design. The steps were (1) defining the context, (2) articulating beliefs, (3) assessing needs, (4) conceptualizing content, (5) formulating goals and objectives, (6) organizing the course, (7) developing the
materials, and (8) designing assessment plans. All of these steps were guided by research and development (R&D) method which was proposed by Borg and Gall. There were ten steps in the R&D method; however, the researcher merely picked six steps. The steps were (1) research and information collecting, (2) planning, (3) developing preliminary form of product, (4) Preliminary field testing, (5) main product revision, and (6) implementation.

To answer the second question, the researcher described the program implementation process. The researcher conducted the implementation in three days. Those three days contained activities which were shown as follows.

Day 1: TPR songs
- Teaching demo: observing a demonstration to teach ‘Stand Up, Sit Down’ song.
- Activity 1: analyzing ‘Jumping-Jumping’ song.
- Activity 2: doing agreement and disagreement task.

Day 2: TPR chants
- Teaching Demo: observing demonstration to teach ‘Ruler on The Book’ chant.
- Activity 1: analyzing ‘Square, Square’ chant.
- Activity 2: doing agreement and disagreement task.

Day 3: Micro teaching
- Doing micro teaching.
- Filling out rubric.
- Watching Asher’s TPR video as a review.

Figure 5.1 The Entire Activities in the Training Program
The first and second days encompassed the TPR discussion processes. The program took the inductive teaching process which enabled the participants to learn, analyze and interpret the method by themselves through the teaching demos. The TPR materials, in those days, were continual materials, though they were packed in different ways. The first day, which dealt with TPR song, focused on learning the benefits of the method. The tutor directed the participants to see the benefits based on the TPR song teaching demo. The tutor utilized some guided questions to assist them in being aware of the benefits. On the other hand, in the second day, which dealt with TPR chant, the view focused on the ways to teach a language using TPR. The participants found the ways through observing the TPR chant teaching demo. The tutor also used guided questions in order to help them find and recognize the ways. In the third meetings, the participants demonstrated what they had learned from the previous two meetings in form of doing the micro teaching. Each of the participants picked a song or chant and taught the song or chant using the TPR ways.

After implementing the program, the program evaluation was conducted. The researcher conducted a survey to gather the participants’ opinion on the program. The researcher proposed two questions in the survey. The questions encompassed (1) what they have achieved from the training program and (2) what their messages and impressions about the program are. The overall participants gave positive responses to the program. They declared that the program was interesting, enjoyable, and not strained. The program was beneficial for them because it provides a lot of knowledge related to teaching English to young
learners. The program also enabled them to learn simple method which was easy for them to apply in the real class. Besides the survey, the researcher conducted also some interviews with the principle and one of the kindergarten educators. The results were positive as well. The principal and the educator stated that they were satisfied with the program. The program could fulfill as like what they had wanted. They learn a new simple language method which was really useful for them. The program had helped them to be aware of the way to teach English to their kindergarten pupils.

After conducting the survey and interviews, the researcher attempted to make the reflection on the program. The researcher formulated the strength and weakness of the program based on the researcher’s point of view. The program has the strength that it can achieve some goals. The program had engendered the participants to become more aware of their language teaching way to teach English to their pupils, be familiar with TPR, and develop a greater understanding of the benefits and the way of using TPR. However, the researcher assumed that the knowledge could not be maximally absorbed after observing the participants’ performances. Some of the participants still eluded the use of gesture, simple language, and detail instructions while teaching the song or chant using the TPR. The researcher viewed the cases as understandable matters due to the training program was merely conducted in the short time. Besides, the irregular presences of the participants during the program and the habit in using complex language were assumed to influence the matters as well. In this case, the researcher realized that the three-day training program was not enough to unlearn their old habits of
the way to speak in English. It was because changing a habit might need a long period of time.

B. Suggestions

This section involved the suggestion for the educators and educator assistants of Ceria kindergarten and the suggestion for the future researchers. The detail suggestion was presented in the following descriptions.

1. Suggestion for the Educators and Educator Assistants

The researcher suggested the educators and educator assistants to use the TPR song and TPR chant activities while teaching or introducing English to their pupils. The activities would be appropriate used in the circle time. The activities could engage the pupils to have their own experience of using English and avoid boredom among the pupils. It was because the activities, which involved physical activity and repetition, were fun. Moreover, the educators and educator assistants were suggested to always concern about the use of aids in introducing English to their pupils since children could not grab something abstract. The needed to pay attention to the use of gesture, voice intonation, expression, and motion as well as use realia of an object while introducing English. Those things were for assisting the pupils in understanding the language and avoiding confusion. Additionally, the researcher suggested the educators and educator assistants to use simple language while using English with the pupils, such as imperative sentence, which were accompanied with action to enable the pupils develop their interpreting skill well.
2. **Suggestion for the Future Researchers**

The researcher suggested the future researchers to design a training program which focus on teaching English for the educators and educator assistants in the pre-school. The future researcher could attempt to teach them how to use effective and meaningful English for teaching young learners. The training program needed to be designed in a quite long period of time in order to help them to be aware of using effective and meaningful language while teaching English to the pupils.

On the other hands, there was also another suggestion for the future researchers. Since the program that the researcher conducted was only in short time and was only to introduce TPR song and TPR chant, the future researcher could introduce the other TPR activities to vary the language teaching way. In fact, there were a lot of the other TPR activities, such as TPR story telling, TPR yes/ no cards, and TPR drawing. By learning the other TPR activities, it was expected that the educators and educator assistants could learn the TPR method deeper and they were able to develop the ability to use the method better.
REFERENCES


PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix 1

The Permission Letters
Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA Dharma
YOGYAKARTA

Nomor : 650 /Ptl/ Kajur / JPBS / ü / 2014
Hal : Permohonan Ijin Penelitian

Kepada
Yth. KEPALA SEKOLAH
TAMAN BALITA DAN TAMAN CANAK-CANAK

CERIA DEMANGAN BARU
Di TEMPAT

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami:

Nama : THERESIA HENTY FIREFY ULVEYAMAN
No. Mhs : 011.14081
Program Studi : PENDIDIKAN BAHASA INGGRIS
Jurusan : TEFL
Semester : VIII (DEKAM)

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan ketentuan sebagai berikut:

Lokasi : DEMANGAN BARU
Waktu : (SEMESTER I, 22 FEBRUARI - MEI) 2014
Topik / Judul : DESIGNING TB-BASED SHORT TRAINING PROGRAM FOR EDUCATORS OF TE CERIA DEMANGAN BARU

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 27 FEBRUARY 2014

[Signature]

[Name]

Tembusan Yth:
1. 
2. Dekan FKIP

[Stamp]
SURAT KETERANGAN PENELITIAN
135 / TB&TK – AD / XI / 2014

Saya yang bertandatangan dibawah ini:

Nama : Dyah Kusumaning Harini, S.Psi.
Jabatan : Principal

Menerangkan bahwa:

Nama : Therisa Henry Freney Ulukyanan
No Mahasiswa : 101214097
Status : Mahasiswa Program Studi S1 Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Sanata Dharma

Telah melaksanakan tugas penelitian (pengembangan data) dengan judul “Designing TPR-Based Short Training Program for Educators and Educator Assistants of Ceria Kindergarten” di Taman Balita, Daycare dan TK Ceria yang berada di Jl. Demangan Baru No 28 Kelurahan Catuunggun Kecamatan Depok Kabupaten Sragen.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Yogyakarta, 28 November 2014

Dyah Kusumaning Harini, S.Psi.
Principal
Appendix 2

The Interview Protocol
1) Apa visi dan misi TK Ceria Demangan Baru?

2) Motivasi apa yang membuat TK Ceria Demangan Baru menggunakan bilingual language?

3) Sepenting apakah bahasa inggris di sekolah ini?

4) Apa tujuan dan ekspetasi edukator terhadap pengetahuan bahasa inggris anak?

5) Apa saja media yang dimiliki ceria untuk menunjang kegiatan belajar?

6) Metode dan upaya apa saja yang telah dipakai untuk memperkenalkan/ mengajarkan bahasa inggris pada anak?

7) Materi dan Kegiatan apa saja yang diharapkan dalam pengajaran bahasa inggris?

8) Seberapa kemampuan bahasa inggris para Educator Ceria?
Appendix 3
The Questionnaire
Kuesioner

Kuesioner ini disusun dalam rangka Penelitian skripsi yang berjudul “Designing TPR-Based Short Training Program for Educators and educator assistants of Ceria Demangan Baru Kindergarten”, oleh karena itu Bapak/Ibu diharapkan dapat memberikan jawaban sesuai dengan keadaan sebenarnya dengan lengkap dan jelas. Peneliti mengucapkan banyak terima kasih atas kesediaan dan waktu yang telah diberikan.

I. Identitas (Berilah tanda √ pada kotak yang disediakan)

1. Jenis kelamin: [ ] Laki-laki [ ] Perempuan
3. Pendidikan terakhir: ........................................................................................................
4. Status pekerjaan: Edukator / Asisten Edukator. *(corret yang tidak perlu)

II. Bahasa Inggris untuk anak

1. Apakah anda paham mengenai pengajaran bahasa Inggris pada anak-anak dan orang dewasa itu berbeda, dalam hal apa?

2. Menurut anda mengapa bahasa inggris itu penting bagi anak?

III. Pengalaman Mengajar

1. Pernahkah anda mengajarkan atau memperkenalkan bahasa inggris kepada anak-anak?
   Pernah [ ]
   Tidak pernah [ ]

2. Metode apakah yang anda gunakan dalam memperkenalkan bahasa inggris kepada anak-anak?
3. Dari metode yang anda gunakan, kesulitan apakah yang anda alami?

................................................................................................................................................
................................................................................................................................................
................................................................................................................................................

4. Pernahkah Anda mengetahui metode Total Physical Response yang berupa Instruksi?
Pernah ☐
Tidak pernah ☐

Jika jawaban ya, coba jelaskan!
................................................................................................................................................
................................................................................................................................................
................................................................................................................................................

5. Pernahkah Anda mengetahui metode pengajaran menggunakan Chant?
Pernah ☐
Tidak Pernah ☐

Jika ya, coba Jelaskan!
................................................................................................................................................
................................................................................................................................................
................................................................................................................................................
Appendix 4

The Description of the Interview Results
Menurut Miss, apakah Bahasa Inggris itu penting untuk anak-anak?

Bahasa Inggris memang penting, tapi kalau yang di utamakan sih memang bahasa ibu yang pertama. Tapi bisa untuk selingan bahwa anak-anak harus tau bahasa inggris walaupun pengajarannya dengan metode yang sederhana dan menyenangkan.

Bahasa Inggris itu penting karena besok di level SD akan ada bahasa Inggris, lalu bahasa Inggris juga menjadi bahasa Internasional, film-film dan buku-buku juga banyak yang menggunakan bahasa Inggris.

Apa yang dibutuhkan di sekolah ini terkait pembelajaran bahasa Inggris?

Kami butuh tehnik pengajaran bahasa Inggris pada anak. Kalau miss Heny mau penelitian, lebih baik miss kenalkan 1 metode ngajar pada kami sehingga kami bisa menggunakan sendiri metode tsb untuk memperkenalkan bahasa inggris pada anak. Saya rasa itu akan lebih sangat berguna bagi kami.

Kira-kira sejauh apakah jankauan bahasa inggris yang di harapkan untuk siswa/i tk ceria? Maksud saya, expetasi miss terhadap kemampuan bahasa Inggris anak-anak?


Aktivitas yang sering digunakan?

Game dan lagu.

Aktivitas berbahasa inggris tersebut dilakukan saat kapan miss?

Aktivitasnya bisa di lakukan saat circle time dan saat di kelas. Terus, di tk itu ada yang namanya English day seminggu sekali. Biasanya dilakukan di hari senin. Biasanya kita tidak
menggunakan full bahasa inggris tp memang porsi berbahas inggrisnya lebih banyak di hari tsb.

**The Interview Results with the Ant Class Educator**

Menurut miss, apakah peranan bahasa inggris untuk anak-anak usia TK? Apakah pengenalan bahasa inggris itu penting?


Bahasa inggris itu penting, karena nantinya mereka juga harus menggunakan bahasa inI. kalau mereka naik kelas atau naik ke jenjang yang lebih tinggi itu mau tidak mau kita juga akan berhadapan dengan banyak hal dalam bahasa inggris. Entah itu literatur untuk belajar, film-film dokumenter untuk belajar seperti itu. Inikan persiapan sejak dini walaupun dalam bentuk yang tidak memaksakan mereka, dalam bentuk yang menyenangkan. Tetapi bekal ini mereka akan rasakan kemudian, ternyata dulu aku bermain seperti ini mengenal warna dan nama-nama benda, itu gunanya sekarang. Setidaknya mereka berani bicara.

Kesulitan apa yang miss hadapi saat mengenalkan bahasa inggris kepada anak?

Sebenarnya untuk metode. Saya merasa bahwa cara-cara yang tepat itu seperti apa kita tidak tau. Jadi semuanya adalah hal yang kita coba. Coba dengan permainan tebak-tebakan, coba dengan permainan cepat-cepatan memilih benda atau gambar, atau coba dengan mengingat-ingat benda apa yang hilang, atau mencocokan gambar. Tetapi metode yang kita gunakan itu metode yang di cobain. Tetapi yang seharusnya atau bagaimana yang menarik untuk anak-


Metode dan media apa yang di gunakan miss?

Selain game, kita biasanya dengan menyanyi dengan gerakan.

Kapan penggunakan bahasa Inggris dilakukan di sekolah?

Hampir semua meskipun pengantar kita menggunakan baasa Indonesia. Saat Circle time anak-anak menggunakan bahasa Inggris dalam doa, dalam kegiatan yang biasa seperti ‘wash your hand’, ‘ Open the door’, ‘ Close the door, please’, ‘sit down’, ‘ quite’ seperti itu yang biasa kami lakukan

Di kelas juga kami lakukan, cuma porsinya lebih terlihat besar saat di circle time.
The Interview Results with the Principal of Ceria

1) Motivasi apa yang membuat TK ceria demangan baru menggunakan bilingual language?

Yang pertama, kami tetap menggunakan Bahasa Indonesia karna itu bahasa nasional kita, bahasa sehari-anak-anak juga. Kemudian kita kenalkan bahasa inggris ke anak-anak karena kita lihat bahasa inggris saat ini sangat penting dalam segala pekerjaan ketika mereka nanti besar, itu dibutuhkan oleh mereka nantinya. Selain itu juga untuk pergaulan sehari-hari, karna kebanyakan orang tua juga sudah mulai dengan bahasa Inggris juga. Mereka juga biasa gunakan itu. Terus juga ketika buku-buku cerita, tayangan televisi, dllnya juga lebih banyak menggunakan bahasa Inggris, terutama untuk anak-anak Ceria yang memang untuk level permainan dll mayoritas yang mereka akses adalah dengan bahasa Inggris.

Jadi pengenalan bahasa Inggris ke anak cukup penting. Oleh karena itu kita gunakan konsep Bilingual, meskipun tidak sepenuhnya misalnya 50:50 ya, lebih banyak bahasa Indonesia dengan alasan yang tadi itu saya sampaikan.

Meskipun sekarang di kurikulum yang baru porsi bahasa inggris untuk anak di hapus, tetapi Ceria tetap akan digunakan tetapi kembali lagi memang tidak ada target bahwa anak-anak harus bisa berbahasa inggris tetapi lebih kepada pengenalan saja. Yang penting anak-anak suka dan familiar dengan itu.

2) Sepenting apakah bahasa inggris di sekolah ini?

Cukup penting, meskipun bahasa indonesia masih menjadi prioritas utama dalam belajar

3) Apa tujuan dan ekspektasi edukator terhadap pengetahuan bahasa inggris anak?

Seperti yang saya sampaikan di awal adalah membuat anak-anak suka dulu. Familiar dan suka dengan bahasa inggris ini. kemudaiuan yang jelas terbiasa dengan papaaan. Mungkin bahasa inggris sederhana saja, mereka memahami percakapan yang ada ato percakapan yang pendek saja. Ya untuk anak-anak minimal bisa bahasa inggris pasif dulu.

Ya Instruksi-intraksi sederhana yang sering mereka dengarseperti ‘Push your Chair”, ‘Close the Door, please’, atau sapaan-sapaantsederhanaseperti ‘good Morning,’ how are you today’

4) Apa saja media yang dimiliki ceria untuk menunjang kegiatan belajar?

Karena di sini bahasa Inggris itu untuk pengenalan, dan cara yang kita gunakan juga adalah cara-cara yang menyenangkan, jadi media yang di gunakan adalah yang menyenangkan juga untuk anak. Kita pakainya menggunakan CD game, CD lagu, Buku-Buku cerita, kemudian ada puisi-puisi, ada permainan, game-game (maksudnya bukan game yang di komputer), kaset-kaset game yang bisa dimainkan anak-anak, alphabet dan number dalam bahasa inggris, pengucapan dalam poster bahasa inggris.


5) Metode dan upayaha yang telah dipakai untuk memperkenalkan/mengajarkan bahasa inggris pada anak?

Pelatihan bahasa inggris untuk Edu, pemanfaatan media sebagai penunjang, kerjasama dengan native, permainan sederhana dalam bahasa inggris, english day secara periodik.

6) Materi dan Kegiatan apa saja yang diharapkan dalam pengajaran bahasa inggris?

Lagu, permainan, terus ada juga program bersama Native yang pernah kita lakukan juga. Karenakan mengingat kemampuan berbahasa Ingrisnya teman-teman mungkin ya tidak yang bagus sekali. Trus mungkin biar anak-anak juga terbiasa dengan sosok native. Sehingga kami bekerja sama dengan native speaker.


Program native itu, jika tidak ada halangan, progam untuk tk itu 2 minggu sekali, untuk yang play group itu 1 bulan sekali. Tetapi pada kenyataannya untuk saat ini kami belum ada kontrak dengan native karena masih mencari-cari yang cocok. Kemarin kan sempat trial ada yang dari jakarta juga, waktu itu sempat kita lihat. Tetapi masukan dari teman-teman, mungkin karena kita sudah pernah melihat yang bagus pada saat awal-awal dulu, mungkin pembandingan itu ya, yang simple yang paham bahwa anak itu masih kosa katanya sangat-sangat sederhana. Itu gaampang untuk dicari.


Kedua adalah cara-cara yang selama ini kami lihat dari para native kan kebanyakan lewat lagu dan game. Apakah itu benar-benar effective atau tidak, kan kami juga tidak tahu. Karenakan kami tidak mempelajari hal itu, nah mungkin lebih kepada tekniknya lebih tepatnya dengan apa sih untuk anak-anak. Mungkin dengan audio visual atau mungkin harus beragam, kadang pakai audio, kadang pakai visual, kadang yang pakai kenesetetik dengan gerakan ya mungkin seperti itu.


Terus, berkaitan dengan bagaimana sih cara mengajarkan bahasa inggris ke anak-anak itu menjadi kesulitan kami. Seperti yang telah saya sampaikan tadi. Kita sudah pernah mengakali dengan cara membuatkan ‘guidance’ untuk miss-miss yang bahasa inggrisnya kurang. Seperti kata-kata sapaan ‘hi, long time no see’ ‘wow, you have new hair style’ Itu akan efektif ketika miss-missnya konsisten menggunakankannya. Tp pada kenyataanya itu menjadi tidak efektif.

7) Seberapa kemampuan bahasa inggris para Educator Ceria?

Masih dalam Level dasar, masih perlu banyak latihan.
Appendix 5

The Samples of the Questionnaire Results
Kuesioner

Kuesioner ini disusun dalam rangka Penelitian skripsi yang berjudul "Designing TPR-Based Short Training Program for Educator of Ceria Demangan Baru Kindergarten", oleh karena itu Bapak/Ibu diharapkan dapat memberikan jawaban sesuai dengan keadaan sebenarnya dengan lengkap dan jelas. Peneliti mengucapkan banyak terima kasih atas kesediaan dan waktu yang telah diberikan.

I. Identitas (Berilah tanda ✓ pada kotak yang disediakan)

1. Jenis kelamin  ✓ Laki-laki  □ Perempuan
3. Pendidikan terakhir : ...........................................
4. Status pekerjaan : Edukator / Asisten Edukator. (cara untuk tidak perlu)

II. Bahasa Inggris untuk anak

1. Apakah Anda paham bahwa pengajaran Bahasa Inggris pada anak-anak dan orang dewasa itu berbeda, dalam hal apa?
   - Karena.............
   - Karena.............
   - Karena.............

2. Menurut Anda mengapa Bahasa Inggris itu penting bagi anak?
   - Pada zaman ini teknologi sudah sangat maju dan banyak alat komunikasi digunakan, dan bahasa Inggris selain itu anak dapat lebih percaya diri untuk menguasai bahasa asing sepak demi

III. Pengalaman Mengajar

1. Pernahkah Anda mengajarkan atau memperkenalkan Bahasa Inggris kepada anak-anak?
   - Pernah ✓
   - Tidak pernah □
2. Metode apakah yang Anda gunakan dalam memperkenalkan bahasa inggris kepada anak-anak?
   Menyanyi, permainan gerak dan simbol gambar

3. Dari metode yang Anda gunakan, kesulitan apaakah yang Anda alami?
   Kuat, menguasai banyak kata kata

4. Pernahkah Anda mendengar atau mengetahui metode Total Physical Response yang berupa Instruksi?
Pernah [✓]
Tidak pernah [ ]

Jika jawaban pernah, coba jelaskan!
   Merumit, sambil melakukan gerak
   Bermain sambil melatuhkan nada yang dimaksud
   Menahan gerak kesa membantu kata yang diucapkan
   Berbuka, alat gerak kasa membantu kata yang diucapkan
5. Pernahkah Anda mengetahui metode pengajaran menggunakan Chant?
Pernah [ ]
Tidak Pernah [✓]

Jika jawaban pernah, coba jelaskan!
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
2. Metode apakah yang Anda gunakan dalam memperkenalkan bahasa inggris kepada anak-anak?
- Melalui lagu yang sederhana dan mudah diingat anak
- Melalui percakapan sederhana / instruksi sederhana

3. Dari metode yang Anda gunakan, kesulitan apakah yang Anda alami?
- Penampilan kata-kata
- Pengucapan lagu
- Penjelasan yang terlalu rumit (dibandingkan kata-kata dalam lagu)

4. Pernahkah Anda mendengar atau mengetahui metode Total Physical Response yang berupa Instruksi?
Pernah [x] Tidak pernah [ ]
Jika jawaban pernah, cobalah jelaskan!
- Mengucapkan lagu berlagu dan instruksi sederhana di dalam lagu

5. Pernahkah Anda mengetahui metode pengajaran menggunakan Chant?
Pernah [ ] Tidak Pernah [x]
Jika jawaban pernah, cobalah jelaskan!

Kuesioner


I. Identitas (Berilah tanda ✓ pada kotak yang disediakan)
   1. Jenis kelamin: □ Laki-laki ✓ Perempuan
   3. Pendidikan terakhir: ........................................
   4. Status pekerjaan: Edukator / Asisten Edukator.* (isi colom yang diperlukan)

II. Bahasa Inggris untuk anak
   1. Apakah Anda paham bahwa pengajaran Bahasa Inggris pada anak-anak dan orang dewasa itu berbeda, dalam hal apa?

   II.1. Anda pernah menggunakan teknik pengajaran Bahasa Inggris untuk anak?

   III. Pengalaman Mengajar
   1. Pernahkah Anda mengajarkan atau memperkenalkan Bahasa Inggris kepada anak-anak?
      Pernah ✓
      Tidak pernah □
2. Metode apakah yang Anda gunakan dalam memperkenalkan bahasa inggris kepada anak-anak?
Metode yang digunakan aktif, misalnya setiap langkah mengunakkan kalimat yang sederhana seperti: "Push your chair, stand up."

3. Dari metode yang Anda gunakan, kesulitan apa yang Anda alami?
Dalam mengadopsi belajar konsisten menjadi suatu tantangan dalam pelaksanaan.

4. Pernahkah Anda mendengar atau mengetahui metode Total Physical Response yang berupa instruksi?

<table>
<thead>
<tr>
<th>Pernah</th>
<th>Tidak Pernah</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[x]</td>
</tr>
</tbody>
</table>

Jika jawaban pernah, coba jelaskan!

5. Pernahkah Anda mengetahui metode pengajaran menggunakan Chant?

<table>
<thead>
<tr>
<th>Pernah</th>
<th>Tidak Pernah</th>
</tr>
</thead>
<tbody>
<tr>
<td>[x]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

Jika jawaban pernah, coba jelaskan!
Appendix 6

The Syllabus
SYLLABUS

DESCRIPTION

The course aims to introduce Total physical Response as a language teaching method for the educators and assistants of Ceria kindergarten, Demangan Baru. It involves understanding the importance of the method and how to demonstrate the method as well. The course is conducted to meet the need of the educators and assistants to learn a teaching method that can be applied in Ceria.

ORGANIZATION

The class involves the demonstration and discussion. The tutor and the participants demonstrate the method in order to show how the method is used. After the demonstration, the discussion is conducted. The tutor along with the participants discusses the benefits found behind the method and how to teach TPR song and Chant.

SYLLABUS OVERVIEW

1. TOTAL PHYSICAL RESPONSE
   1.1 WHAT IS TOTAL PHYSICAL RESPONSE?
   1.2 WHAT ARE THE BENEFITS OF TOTAL PHYSICAL RESPONSE?

2. TOTAL PHYSICAL RESPONSE-CHANT
   2.1 WHAT ARE CHANTS?
   2.2 HOW ARE CHANTS COMBINED WITH TOTAL PHYSICAL RESPONSE?

3. MICRO TEACHING
   3.1 THE DEMONSTRATION OF HOW TO USE TOTAL PHYSICAL RESPONSE.
   3.2 FEEDBACK.
## 1. SYLLABUS UNIT DESCRIPTIONS

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>CONTENT</th>
<th>LEARNING GOALS</th>
<th>LEARNING OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>TIME ALLOTMENT</th>
<th>MEDIA</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL PHYSICAL RESPONSE</td>
<td>1.1 The use of Total Physical Response method for teaching young learners.</td>
<td>1.1.1 By the end of the course, the participants will become more aware of their language teaching method to teach young learners.</td>
<td>- The participants are able to experience of TPR-Song. - Listening to a TPR-song. <strong>Stand Up, Sit Down Song</strong> Clap your hands Everyone together Clap your hand as the music goes around Clap your hands Getting it together Clap your hands Stand up, sit down Stamp your feet Everyone together Stamp your feet as the music goes around Stamp your feet Getting it together Stamp your feet Stand up, sit down.</td>
<td>- 3’</td>
<td>- CD Audio.</td>
<td>- List of questions.</td>
<td></td>
</tr>
</tbody>
</table>
- Listening and responding to instructions: ‘stand up’ and ‘sit down’.
- Listening and responding to instruction: ‘Clap your hands’.
- Listening and responding to instructions: ‘stand up’, ‘sit down’, and ‘clap your hand’.
- Learning to sing the first stanza.
- Listening and responding to instruction: ‘stamp your feet’.
- Listening and responding to
1.1.2 By the end of the course, the participants will be familiar with Total Physical Response.

- The participants are able to analyze the TPR-song which the participants are familiar with.
- Learning to sing the second stanza.
- Singing all the stanza while doing the action.
- Being asked some questions in order to be aware of the benefits of TPR (See guided questions A)
- Mentioning TPR-song that the participants have been familiar with.

<table>
<thead>
<tr>
<th>Instructions</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘stand up’, ‘sit down’, and ‘stamp your feet’.</td>
<td>15’</td>
</tr>
<tr>
<td>-</td>
<td>2’</td>
</tr>
<tr>
<td>Steps of Teaching TPR-Song</td>
<td>Time</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Analyzing the steps of teaching TPR-Song using guided questions.</td>
<td>8’</td>
</tr>
<tr>
<td>Having a volunteer to teach the song using TPR method.</td>
<td>15’</td>
</tr>
<tr>
<td>Giving feedback or comments using some guided questions. (See Guided questions C)</td>
<td>10’</td>
</tr>
</tbody>
</table>

**Jumping Song**

*Jumping, Jumping*
*Jumping, Jumping*
*Hop, hop, hop*
*Hop, hop, hop*
*Runing, runing, runing*
*Runing, runing, runing*
*Let's stop now.*
*Let's stop now.*
### UNIT 2

<table>
<thead>
<tr>
<th></th>
<th>2.1 The use of TPR-Chant</th>
<th>2.1.1 By the end of the course, the participants will develop a greater understanding about the benefits of using Total Physical Response.</th>
<th>- The participants are able to discuss the benefits of TPR.</th>
<th>- Answering the list of questions about how to teach young learner using TPR method.</th>
<th>- Discussing the answers.</th>
<th>- 5’</th>
<th>Hand out A.</th>
<th>- 10’</th>
</tr>
</thead>
</table>

- Hand out A. (CD Audio.)
<table>
<thead>
<tr>
<th>TOTAL PHYSICAL RESPONSE -CHANT</th>
<th>for teaching young learners.</th>
<th>participants will become more aware of their language teaching method to teach young learners.</th>
<th>identify the term of TPR-Chant.</th>
<th>‘Ruler on the Book’.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 How the chants are combined with Total physical response.</td>
<td></td>
<td></td>
<td></td>
<td>Ruler on the Book</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ruler on the book.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ruler, ruler.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ruler on the book.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pencil on the book.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pencil, Pencil.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pencil on the book.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Observing the action to introduce the word ‘ruler’.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Observing the action to introduce the word ‘book’.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Showing the realia of ruler.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Showing the realia of book.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Observing the whole</td>
</tr>
</tbody>
</table>
2.2.1 By the end of the course, the participants will be familiar with TPR-chant.

- The participants are able to analyze the chant that they hear.
- Listening to a new chant (Square, Square)
- Say *Square*.
- Say *Square*.
- Say *Square*.
- Say *Square*.
- Say *Show me a Square*.
- Say *Show me a Square*.
- Say *Show me a square*.
- Saying the first stanza of the chant and doing the action.
- Observing the action to introduce ‘pencil’.
- Showing the realia of pencil.
- Seeing the second stanza of the chant and doing the action.
- Being asked some questions. (see guided questions D)

- 10’

- 3’

- CD Audio.
2.2.2 By the end of the course, the participants will develop a greater understanding about how to teach young learners by - Forming group.
- Discussing the steps to introduce the chant.
- Reporting the result of the discussion.
- Having a volunteer to teach the Chant.
- Being distributed the list of questions about how to teach young learner using TPR method.
- Answering the questions.
- Discussing the answers.

Circle, circle
Show me a circle
Circle, circle
Show me a circle

- 15’
- 10’
- 15’
- 5’
- 5’
- 10’
- Hand out B.
using Total Physical Response. - Being given Homework for micro teaching.
<table>
<thead>
<tr>
<th>UNIT 3 MICRO TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 The demonstration of how to use Total Physical Response through Song and Chant.</td>
</tr>
<tr>
<td>3.2 Feedback.</td>
</tr>
</tbody>
</table>

| 3.1.1 By the end of the course, the participants will develop the ability to use Total Physical Response. |

| The Participants are able to do micro teaching on TPR Song/Chant. |
| Taking lottery. |
| Doing micro teaching for the first participant. |
| Doing the micro teaching for the second participant. |
| Doing the micro teaching for the third participant. |
| Doing the micro teaching for the fourth participant. |
| Doing the micro teaching for the fifth participant. |
| Doing the micro teaching for the sixth participant. |

| - 6' |
| - 10' |
| - 10' |
| - 10' |
| - 10' |
| - 10' |

| Hand out C. |
| Rubric. |
3.2.1 By the end of the course the participants are able to assess the other participants’ performances.
- The participants are able to give feedback to the other participants’ performances.
- Filling out the rubric.
- Writing comments.
EVALUATION

The evaluation involves the assessment of the participants’ performances. It is to see whether the participants of the course have achieved the goals of the course or not. There are two activities in the assessment. First, the assessment is made in the form of list of statements. It will be given in the last section of two meetings. It aims to check whether the participants could understand the benefits of the method and how the method is applied in a classroom. The result of the assessment will be discussed together in the last section. Second, the assessment involves peer assessment. It is used to assess the participants’ performances in using the method. It will use Rubric as a tool for measurement. In this case, the participants will perform their micro teaching using TPR-song and TPR-chant. It will be done in the last meeting of the course.

Day 1 ➔ Assessment 1
Day 2 ➔ Assessment 2
Day 3 ➔ Micro Teaching & Peer Assessment.
Assessment 1

Apakah Anda setuju dengan pernyataan di bawah ini? Centanglah di kotak yang di sediakan.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. TPR membuat siswa menikmati pembelajaran Bahasa Inggris.</td>
<td>☐ Setuju</td>
<td>☐ Tidak Setuju</td>
</tr>
<tr>
<td>2. TPR membuat siswa bosan.</td>
<td>☐ Setuju</td>
<td>☐ Tidak Setuju</td>
</tr>
<tr>
<td>3. TPR membuat siswa mudah mengingat kosa kata.</td>
<td>☐ Setuju</td>
<td>☐ Tidak Setuju</td>
</tr>
<tr>
<td>4. TPR membantu siswa untuk mengembangkan kemampuan mendengarkan.</td>
<td>☐ Setuju</td>
<td>☐ Tidak Setuju</td>
</tr>
<tr>
<td>5. TPR membuat siswa sulit memahami arti kata dalam Bahasa Inggris.</td>
<td>☐ Setuju</td>
<td>☐ Tidak Setuju</td>
</tr>
<tr>
<td>6. TPR mengharuskan siswa untuk langsung dapat berbicara dalam Bahasa Inggris.</td>
<td>☐ Setuju</td>
<td>☐ Tidak Setuju</td>
</tr>
<tr>
<td>7. TPR membuat siswa merasa cemas saat belajar Bahasa Inggris.</td>
<td>☐ Setuju</td>
<td>☐ Tidak Setuju</td>
</tr>
<tr>
<td>8. TPR dapat membuat siswa merasa sukses saat belajar Bahasa Inggris</td>
<td>☐ Setuju</td>
<td>☐ Tidak Setuju</td>
</tr>
</tbody>
</table>
Assessment 2

Apakah Anda setuju dengan pernyataan di bawah ini? Centanglah di kotak yang di sediakan.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>TPR adalah metode yang menekankan pembelajaran hanya melalui aksi.</td>
</tr>
<tr>
<td>2.</td>
<td>TPR tidak menekankan pembelajaran struktur bahasa.</td>
</tr>
<tr>
<td>3.</td>
<td>Guru berperan besar sebagai model di dalam kelas.</td>
</tr>
<tr>
<td>4.</td>
<td>Guru perlu memberikan koreksi secara spontan ketika siswa melakukan kesalahan.</td>
</tr>
<tr>
<td>5.</td>
<td>Guru mengajarkan syair lagu/chant secara bertahap.</td>
</tr>
<tr>
<td>6.</td>
<td>Siswa menginterpretasikan arti kata melalui aksi.</td>
</tr>
<tr>
<td>7.</td>
<td>Siswa mampu memahami kombinasi kata yang telah dan baru dipelajari.</td>
</tr>
<tr>
<td>8.</td>
<td>Siswa mampu mengingat kosa kata Bahasa Inggris ketika melakukan aksi.</td>
</tr>
</tbody>
</table>
# Penilaian

**Judul:** ___________________________  
**Materi:** Song / Chant

**Nama:** ___________________________

<table>
<thead>
<tr>
<th>Pernyataan</th>
<th>Sangat Baik</th>
<th>Baik</th>
<th>Cukup Baik</th>
<th>Kurang</th>
<th>Sangat Kurang</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru melakukan langkah-langkah pengajaran dengan jelas.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Guru memberikan aba-aba yang jelas.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Guru menggunakan suara, mimik, ekspresi, dan isyarat yang jelas.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Guru mencontohkan aksi yang sesuai dengan aba-aba.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. Guru menggunakan repetisi saat mengajar.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Komentar:**

____________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix 7
The Lesson Plans
LESSON PLANS

Subject : Learning TPR
Time : 90 minutes
Place : Ceria Play Group and Kindergarten, Demangan Baru/ Smiley class.

Day 1

A. Learning Goals

By the end of the course:

1. The participants will become more aware of their language teaching method to teach young learners.
2. The participants will be familiar with Total physical Response.
3. The participants will develop a greater understanding about the benefits of using Total Physical Response.

B. Learning Objectives

By the end of the course:

1. The participants are able to experience of TPR-Song.
2. The participants are able to analyze the TPR-song that the participants are familiar with.
3. The participants are able to discuss the benefits in groups.
C. Activities

<table>
<thead>
<tr>
<th>Tutor’s Activities</th>
<th>Participants’ Activities</th>
<th>Time</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Tutor greets the participants.</td>
<td>- Participants reply the tutor’s greeting.</td>
<td>- 1’</td>
<td></td>
</tr>
<tr>
<td>- Tutor discusses the purpose of the course.</td>
<td>- Participants listen to tutor’s explanation.</td>
<td>- 5’</td>
<td></td>
</tr>
<tr>
<td>- Tutor explains the activities of the course in three days.</td>
<td>- Participants listen to tutor’s explanation.</td>
<td>- 5’</td>
<td></td>
</tr>
<tr>
<td>- Tutor plays a TPR song for the participants to listen.</td>
<td>- Participants listen to the TPR-Song.</td>
<td>- 3’</td>
<td>CD</td>
</tr>
<tr>
<td>(Stand Up Sit Down song).</td>
<td></td>
<td></td>
<td>Audio</td>
</tr>
<tr>
<td><strong>Main Activities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Tutor models how to use TPR-Song.</td>
<td>- Participants observe the tutor’s model.</td>
<td>- 10’</td>
<td></td>
</tr>
<tr>
<td>a. Tutor gives instruction to ‘stand up’.</td>
<td>a. Participants respond to instruction: ‘Stand up’.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Tutor gives instruction to ‘sit down’.</td>
<td>b. Participants respond to instruction: ‘Sit down’.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Tutor gives instruction to ‘clap hands’.</td>
<td>c. Participants respond to instruction: ‘Clap hands’.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Tutor gives instruction to ‘stand up’, ‘sit down’, and ‘clap hands’.</td>
<td>d. Participants respond to instructions: ‘Stand up’, ‘Sit down’, and ‘Clap hands’.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Tutor introduces the first stanza of the song. (singing and do the action)</td>
<td>e. Participants listen to the song and do the action.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Tutor gives instruction to stamp feet.</td>
<td>f. Participants respond to instruction: ‘Stamp feet’.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Tutor gives instruction to ‘stamp feet’, ‘stand up’, and ‘sit down’.</td>
<td>g. Participants respond to instructions: ‘stamp feet’, ‘stand up, and ‘sit down’.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Tutor introduces the second stanza of the song. (singing and do the action)</td>
<td>h. Participants listen to the song and do the action.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Tutor sings the all stanzas of the song with the participants.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tutor checks the participants’ understanding of the benefits of TPR method through some guided question. (Guided Question A)
- Tutor asks the participants to recall TPR song they have known (Jumping-Jumping song).
- Tutor encourages the participants to think about the steps for teaching the song using guided question. (Guided Question B)
- Tutor asks one of the participants to be a teacher for introducing the song.
- Tutor discusses the teaching demo along with the participants using guided question. (Guided Question C)

**Closure**
- Tutor asks the participants to do ‘Assessment 1’.
- Tutors discuss the results as conclusion.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants listen to/sing the whole stanza and do the action.</td>
<td></td>
</tr>
<tr>
<td>Participants respond to the questions given orally.</td>
<td>15’</td>
</tr>
<tr>
<td>Participants mention the song they know.</td>
<td>3’</td>
</tr>
<tr>
<td>Participants respond to the questions.</td>
<td>8’</td>
</tr>
<tr>
<td>One of the participants become the teacher to teach the song while the others becoming the students.</td>
<td>15’</td>
</tr>
<tr>
<td>Participants respond to the questions.</td>
<td>10’</td>
</tr>
<tr>
<td>Participants do the ‘Assessment 1’.</td>
<td>5’</td>
</tr>
<tr>
<td>Participants follow the discussion.</td>
<td>10’</td>
</tr>
</tbody>
</table>
Day 2

A. Learning Goals

By the end of the course:

1. The participants will become more aware of their language teaching method to teach young learners.
2. The participants will be familiar with TPR-chant.
3. The participants will develop a greater understanding about how to teach young learners by using TPR.

B. Learning Objectives

By the end of the course:

1. The participants are able to identify the term of TPR-Chant.
2. The participants are able to identify the action of the chant.
3. The participants are able to analyze the chant that they hear.
4. The participants are able to identify the action of chant that they have just heard.
5. The participants are able to discuss how to teach TPR in groups.
<table>
<thead>
<tr>
<th>Tutor’s Activities</th>
<th>Participants’ Activities</th>
<th>Time</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Tutor greets the participants.</td>
<td>- Participants reply the tutor’s greeting.</td>
<td>- 1’</td>
<td>CD Audio</td>
</tr>
<tr>
<td>- Tutor introduces a chant. (Ruler on the book)</td>
<td>- Participants listen to the chant.</td>
<td>- 5’</td>
<td></td>
</tr>
<tr>
<td><strong>Main Activities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Tutor models how to teach the chant.</td>
<td>- Participants observe the tutor.</td>
<td>- 15’</td>
<td>Realia of books.</td>
</tr>
<tr>
<td>a. Tutor shows the realia of ruler.</td>
<td>a. Participants observe the tutor.</td>
<td></td>
<td>Realia of rulers.</td>
</tr>
<tr>
<td>b. Tutor asks the participants to say ‘ruler’.</td>
<td>b. Participants say the word ‘ruler’.</td>
<td></td>
<td>Realia of pencils.</td>
</tr>
<tr>
<td>c. Tutor shows the realia of book.</td>
<td>c. Participants observe the tutor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Tutor asks the participants to say ‘book’.</td>
<td>d. Participants say the word ‘book’.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Tutor introduces the participants how to say ‘Give me a ruler, please’.</td>
<td>e. A Participant says ‘give me a ruler’.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Tutor introduces the participants how to say ‘thank you’.</td>
<td>f. A participant says ‘thank you’.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Tutor introduces the participants how to say ‘give me a book, please’.</td>
<td>g. A participant says ‘give me a book, please’.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Tutor introduces the participants how to say ‘here’.</td>
<td>h. A participant says ‘here’.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Tutor introduces the participants how to say you’re welcome.</td>
<td>i. A participant says you’re welcome.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Tutor distributes the realia of books and rulers to the participants.</td>
<td>j. Participants accept the realia of the book and the ruler.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Tutor introduces the first stanza of the chant.</td>
<td>k. Participants observe the tutor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. Tutor asks the participants to show their ruler.</td>
<td>l. Participants show the rulers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. Tutor asks the participants to show their book.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n. Tutor asks the participants to say the first stanza of the chant.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td></td>
<td></td>
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<tr>
<td>--------</td>
<td>--------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Tutor checks the participants’ understanding of how to teach TPR method through some guided question. (Guided question D)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Tutor introduces a new chant to the participants.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Tutor asks the participants to discuss how to teach the chant using TPR method in groups.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Tutor asks the participants to report the discussion results.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Tutor asks one of the participants to be a volunteer to teach the new chant.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10’</td>
<td>Answering the question.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3’</td>
<td>Listening to the new Chant.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10’</td>
<td>Participants discuss how to teach the chant in groups.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10’</td>
<td>Reporting the results.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15’</td>
<td>Having one of the participants become the teacher to teach the song while the others becoming the students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5’</td>
<td>Participants do the ‘Assessment 1’.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10’</td>
<td>Participants follow the discussion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5’</td>
<td>Participants listen to the tutor.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Closure**

- Tutor asks the participants to do ‘Assessment 1’.
- Tutors discuss the results as conclusion.
- Tutor gives homework.
Day 3

A. Learning Goals

By the end of the course:

1. The participants will develop the ability to use Total Physical Response.
2. The participants are able to assess the other participants’ performances.

B. Learning Objectives

By the end of the course:

1. The Participants are able to do micro teaching on TPR Song and Chant.
2. The participants are able to give feedback to the other participants’ performances.
<table>
<thead>
<tr>
<th>Tutor’s Activities</th>
<th>Participants’ Activities</th>
<th>Time</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Tutor greets the participants.</td>
<td>- Participants reply the tutor’s greeting.</td>
<td>1’</td>
<td></td>
</tr>
<tr>
<td>- Tutor asks the participants to take lottery. (6’)</td>
<td>- Participants take the lottery.</td>
<td>3’</td>
<td></td>
</tr>
<tr>
<td><strong>Main Activities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Tutor distributes and explains the rubric for teaching demos.</td>
<td>- Participants listen to the tutor.</td>
<td>5’</td>
<td></td>
</tr>
<tr>
<td>- Tutor asks each of the participants to do their teaching demos. (60’)</td>
<td>- Each of the participants does their TPR Song/Chat micro teaching.</td>
<td>10’x6</td>
<td>= 60’</td>
</tr>
<tr>
<td></td>
<td>- While a participant becoming a performer, the other participants act as students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Tutor asks the participants to fill out the rubric and write comments of the</td>
<td>- The other participants fill the rubric and give comments on spaces available.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>performers’ performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Closure</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Tutor gives general feedback to the performanceurs.</td>
<td>- Participants listen to the tutor.</td>
<td>5’</td>
<td></td>
</tr>
<tr>
<td>- Tutor plays Asher’s video to reviews the TPR material. (10’)</td>
<td>- Participants listen to the tutor.</td>
<td>10’</td>
<td></td>
</tr>
<tr>
<td>- Tutor thank the participants for their. (5’)</td>
<td>- Participants listen to the tutor.</td>
<td>5’</td>
<td></td>
</tr>
</tbody>
</table>
Guided Question A

“Baiklah miss-miss, mari kita coba mengingat-ingat apa saja yang kita lakukan tadi”.
“Apa yang pertama kita lakukan tadi setelah mendengarkan lagu?”
“Tujuannya untuk apa ya miss?”
“Apakah cukup hanya duduk dan bilang ke murid ‘stand up’?
“Kenapa harus ada aksi? Fungsinya untuk apa miss?”
“Setelah itu apa yang kita lakukan?”
“Apakah tadi guru langsung memperkenalkan semua bait lagu ke para murid?”
“Tujuannya untuk apa miss?”
“Apakah siswa diwajibkan menirukan apa yang dikatakan guru?”
“Apa yang tadi miss-miss lakukan saat guru memberi instruksi?”
“Kenapa harus begitu?”
“Apa yang miss rasakan saat belajar seperti itu?”
“Apakah miss merasa cemas? Atau merasa senang?”

Guided Question B

“Miss, kalau ada lagu seperti ini, kita mulai dengan apa dulu?”
“Urutannya bagaimana miss?”
“Apakah murid harus langsung di kenalkan semua kosa kata yang ada di lagu?”
“Lalu, kita harus mulai dari yang mana dulu?”
“Di dalam lirik lagu tersebut terdapat penggunaan makna ‘jump’ dan ‘hop’. Jika kasusnya seperti itu apa yang harus kita lakukan?”
“Tujuannya untuk apa miss?”

Guided Question C

“Bagaimana menurut miss? Apakah ada yang mau memberi komentar?”
“Bagaimana urutannya tadi?”
“Bagaimana menurut miss? Apakah langkah-langkah yang dilakukan sudah jelas?”
“Apakah Guru memperkenalkan kosa kata dalam lagu tersebut secara serentak? Atau sebagian-sebagian?”
“Apaakah guru menggunakan repetisi saat mengajar?”
“Apaakah Guru telah memberikan aba-aba yang jelas?”
“Apaakah guru mencontohkan aksi yang sesuai dengan aba-aba?”
Guided Question D

“Mari kita mengingat-ingat urutannya kembali miss”
“Saat demo mengajar tadi, apa yang kita lakukan pertama?”
“Kenapa harus di kenalkan bendanya satu persatu miss?”
“Kenapa tidak langsung chantnya saja?”
“Tujuannya untuk apa miss?”
“Kenapa yang di kenalkan di awal hanya Ruler dan book saja dahulu? Kenapa tidak Ruler, book dan pencil sekalian?”

Kenapa harus begitu miss, fungsinya apa?
“Saat memperkenalkan objek-objeknya, kenapa guru harus mengulag-ulang untuk menyebutkan objek-objeknya miss?”
“lalu setelah memperkenalkan objek-objeknya, apa yang kita lakukan setelah itu?
“kemudian setelah mengatakan bait chant yang pertama, apa yang kita lakukan miss?
“kenapa hanya pencil saja yang dikenalkan? Kenapa tidak pencil dan book, seperti yang ada di dalam liriknya?

“Apakah dalam demo tadi, Guru menterjemahkan Bahasa Inggris dari objek-objek yang ingin di kenalkan menjadi Bahasa Indonesia?”

“Apakah dengan menggunakan TPR siswa bisa langsung paham? Kira-kira siswa bisa menebak artinya tidak?

Back Up Guided Question (if the discussion in the main activities of day 2 don’t work well)

Back up question.

“Miss, mari kita menganalisis Chant ini”
“Dari chant ini, ada berapa hal/ object yang perlu kita kenalkan ke siswa? ”
“Apa saja miss?”
“Nah, dalam Chant ini ada 2 hal yang mungkin abstrack untuk anak, seperti ‘Square’ dan ‘Circle’.

“Kira-kira jika kasusnya seperti ini, kita harus bagaimana miss?”

“Apakah cukup hanya bilang ‘Square’ dan ‘Circle’ ke siswa, lalu siswa bisa paham?”
“Kita bisa tunjukan bentuk ‘Square’ dan ‘Circle’ lewat apa miss?”
“Bagaimana caranya kita membuat siswa bisa merasakan bentuknya?”
“lalu bagaimana dengan kata ‘show’?”

“Bagaimana cara kita membuat anak paham kata show?”
“Bagaimana menurut miss? Apakah ada yang mau memberikan komentar?”
“Bagaimana urutannya tadi?”

“Bagaimana menurut miss? Apakah langkah-langkah yang dilakukan sudah jelas?”

“Apakah guru mengajar dengan memberikan repetisi atau tidak?”
“Apakah Guru telah memberikan aba-aba yang jelas?”
“Apakah guru menggunakan gestur atau isyarat tubuh yang jelas?”
Appendix 8

The Module for Teachers
TOTAL PHYSICAL RESPONSE

By the end of the course, the participants are able to

• become more aware of their language teaching method to teach young learners.
• be familiar with Total physical Response (TPR).
• be familiar with TPR—song and TPR-chant.
• develop a greater understanding about the benefits of using TPR.
• develop a greater understanding about how to teach young learners by using TPR.
TOTAL PHYSICAL RESPONSE

Di akhir program pelatihan ini, para peserta diharapkan untuk

- menjadi lebih peka terhadap metode pengajaran bahasa untuk anak-anak.
- terbiasa dengan Total physical Response (TPR).
- terbiasa dengan lagu dan chant TPR.
- mengembangkan pemahaman tentang keunggulan penggunaan TPR.
- mengembangkan pemahaman tentang bagaimana cara mengajar anak-anak dengan menggunakan TPR.
# Table of Contents

**Part I**

- Table of contents .............................................................................................................. i
- Module Descriptions ......................................................................................................... ii
- Introduction ................................................................................................................... iii

**Part II**

- TPR-Song ....................................................................................................................... 1
- The Demonstration ........................................................................................................... 3
- Activity 1 ....................................................................................................................... 5
- Activity 2 ....................................................................................................................... 6

**Part III**

- TPR-Chant ..................................................................................................................... 7
- The Demonstration ......................................................................................................... 8
- Activity 1 ....................................................................................................................... 12
- Activity 2 ....................................................................................................................... 13

**Part IV**

- Micro teaching ................................................................................................................. 14
- Songs ................................................................................................................................. 16
- Chants ............................................................................................................................... 17
- Rubric ............................................................................................................................... 18

**Part V**

- References ......................................................................................................................... 19
Module Description
(Deskripsi modul)

WHAT IS IT?

This module serves as a guide for conducting the TPR-Based training program. The module aims to introduce some Total Physical Response (TPR) activities which can be used to teach English to young learners. The module is also accompanied with the examples of steps to introduce an English song or chant and the participants’ activities during the training program.

WHO IS IT FOR?

This module is for educators and educator assistants of Ceria Kindergarten, Demangan Baru. They are the participants in the training program.

WHAT IS IT ABOUT?

Teaching foreign language for young learners are different from adults. A teacher for young learners needs to use proper methods to teach his or her students based on the learners’ characteristics. Having a lot of physical energy is one of the characteristics of the young learners. According to Brewster, Ellis, and Girard (2002), Children often need to be physically active (p. 27). TPR is one of teaching methods which enables the learners to learn a language through actions.

This module covers two ways of teaching English using the TPR method. The first way is TPR-Song. TPR-Song is a way which many preschools have used commonly. The TPR-Song in this module is completed with simple steps to gradually introduce some English words of the song to the young learners. The second is TPR-Chant. Chant is rhythmic speaking with some interesting intonation. TPR-Chant could aid the young learners to recognize some vocabularies and learn the stress pattern of English words, phrases and sentences in a fun way.

HOW TO USE IT?

This Training program is mainly in the form of workshop. Therefore, the participants will see a lot of demonstration, take a part in the demonstration, and have a lot of discussion about how to use the TPR. The participants will use to this module when they need to see the lyrics of songs or chants and do the tasks. When they are preparing their micro teaching, they can refer to the demonstration part in this module. They can adapt the steps to teach the songs/chants.

APA INI?

Module ini disajikan sebagai sebuah panduan dalam melaksanakan program pengayaan metode TPR. Modul ini dibuat dengan tujuan untuk memperkenalkan beberapa aktivitas-aktivitas dengan metode “Total Physical Response” yang dapat digunakan untuk mengajarkan bahasa Inggris kepada anak-anak. Module ini dilengkapi pula dengan contoh langkah-langkah sedrehana untuk memperkenalkan lagu atau chant kepada anak-anak dan aktivitas para peserta selama program pengayaan tersebut berlangsung.

UNTUK SIAPA INI?

Module ini didesain untuk guru dan asisten guru taman kanak-kanak Ceria Demangan Baru. Mereka adalah peserta dalam program pengayaan tersebut.

TENTANG APA INI?


Modul ini meliputi dua cara untuk mengajarkan Bahasa Inggris menggunakan metode TPR. Cara yang pertama adalah TPR dengan lagu. TPR dengan lagu merupakan sebuah cara yang secara umum telah banyak digunakan di pra sekolah, TPR dengan lagu di dalam modul ini dilengkapi dengan launch-langkah-langkah untuk memperkenalkan kata-kata dari lagu Bahasa Inggris secara bertahap kepada anak-anak. Cara kedua adalah TPR dengan chant. Chant merupakan cara yang berisikan beberapa intonasi yang menarik. TPR dengan chant dapat membantu anak-anak untuk mengenal beberapa kosa kata dan mempelajari pola penekanan pada kata, frasa, dan kalimat dalam Bahasa Inggris.

BAGAIMANA CARA MENGGUNAKAN INI?


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BAGAIMANA CARA MENGGUNAKAN INI?

WHAT IS TPR?

TPR is one of language teaching methods which is developed by Dr. James J Asher. Asher is a professor of psychology at San Jose State University, California. “TPR is a language teaching method built around the coordination of speech and action” (Richards and Rodgers, 2001, p. 73; Widodo, 2005, p. 237). In other words, TPR deals with how to teach language through physical activity. Asher developed the method after observing how babies acquire their mother tongue or first language. He observed that the babies have still become language active users in their early age although they aren’t speaking sentences of the language (Linse, 2005, p. 30). They spend many months for listen to adult surround them and respond what had been said through responding physically.

Based on those findings, Asher viewed that there was parallelism between how people learn their first language and how they will learn the second language (Widodo, 2005, p. 237). Just as the infants, language learners could learn their second language through listening attentively and responding physically. They listen to commands in the target language as in parental commands using imperative and are expected to respond to them. In TPR, a teacher could give some commands to his or her language learners while demonstrating the action of the commands simultaneously. For instance, the teacher stands up directly after she or he says the word ‘stand up’. In time the learners watch the action and listen to the command, they respond to them by imitating the teacher’s action.

APA ITU TPR?


WHY TPR?

TPR is a meaning-based method. It emphasizes the users to acquire a language through action. By listening to the language and doing the action, the users will be able to grasp the meaning of the language in stress free situation. TPR deals with one of children characteristics in learning something. The characteristic is going for meaning. According to Moon (2005), children have the ability to make sense of what is happening in a situation (p. 5). Through the action used in TPR, the children can understand the meaning in the songs or chants.

WHY SONG?

Song is often used to introduce English to young learners in Ceria kindergarten, Demangan Baru. Since song is habitually used in Ceria, we need to consider that the TPR method can be utilized while we are introducing the song. It aims to aid the young learners comprehend the song well when they have to sing the song.

WHY CHANT?

A chant is like a song. It can be used as a transition from one activity to the next (Brewster et al., 2004, p. 168). A Chant is also appropriate for young learners since it helps them to learn rhythm and stress pattern in words phrases, and sentences naturally. To help the young learners comprehend the language used in a chant, we can use TPR method.

MENGAPA TPR?


MENGAPA IAGU?


MENGAPA CHANT?

“Children love songs, rhymes and chants and their repetitive nature and rhythm make them an ideal vehicle for language learning” (Brewster, Ellis, Girard. 2002. p. 162)
In this unit, we are going to learn how to teach an English song using Total Physical Response Method to young learners. We are going to use TPR-Instruction to help the young learners to understand words of the song before we introduce the song to the young learners.

The song above is one of TPR-songs. Before introducing the song to the young learners, we teach some key words, such as ‘stand up’, ‘sit down’, ‘clap your hands’, and ‘stamp your feet’. The words are introduced using TPR-instructions. The steps of teaching using TPR-instructions are shown in the Demontrtion Part.


The Demonstration

Teacher : Stand up. (While giving the gesture of standing up)
Students : (Responding to the instruction)
Teacher : Sit down. (While giving the gesture of sitting down)
Students : (Responding to the instruction)
Teacher : Clap your hands. (While giving the gesture of clapping hands)
Student : (Responding to the instruction)
Teacher : Stand up, sit down, clap your hands.
Students : (Responding to the instruction)
Teacher and students : (Singing the first stanza and doing the action)

(The first Stanza)
Clap your hands
Everyone together
Clap your hands as the music goes around
Clap your hands
Getting it together
Clap your hands
Stand up, sit down
Teacher : Stamp your feet. (While giving instruction of stamping feet)
Students : (Responding to the instruction)
Teacher : Stamp your feet.
Students : (Responding to the instruction)
Teacher : Stamp your feet, sit down.
Students : (Responding to the instruction)
Teacher : Stand up, stamp your feet.
Students : (Responding to the instruction)
Teacher : Sit down, stand up, stamp your feet.
Students : (Responding to the instruction)
Teacher : sit down, stand up, stamp your feet.
Students : (Responding to the instruction)

Teacher and students : (Singing the second stanza and doing the action)

(The second stanza)
Stamp your feet
Everyone together
Stamp your feet as the music goes around
Stamp your feet
Getting it together
Stamp your feet
Stand up, Sit down.

Teacher and students : (Singing all the stanzas and doing the action)
Activity 1

Jumping Song

Jumping, Jumping
Jumping, Jumping
Hop, hop, hop
Hop, hop, hop
Runing, runing, runing
Runing, runing, runing
Let’s stop now.
Let’s stop now.

- The words jumping, hop, runing are not parallel, let’s think how to make them parallel.
- Think about the steps to teach the ‘Jumping-jumping’ song using TPR.
- Kata jumping, hop, runing tidak pararel, mari pikirkan cara untuk membuat mereka menjadi pararel.
- Pikirkanlah langkah-langkah untuk mengajarkan lagu ‘Jumping-jumping’ menggunakan TPR.
The following activity is to check your understanding of the Benefits of Total physical Response method.

Apakah Anda setuju dengan pernyataan di bawah ini? Centanglah di kotak yang di sediakan.

1. TPR membuat siswa menikmati pembelajaran Bahasa Inggris.
   - [ ] Setuju
   - [ ] Tidak Setuju

2. TPR membuat siswa bosan.
   - [ ] Setuju
   - [ ] Tidak Setuju

3. TPR membuat siswa mudah mengingat kosa kata.
   - [ ] Setuju
   - [ ] Tidak Setuju

4. TPR membantu siswa untuk mengembangkan kemampuan mendengarkan.
   - [ ] Setuju
   - [ ] Tidak Setuju

5. TPR membuat siswa sulit memahami arti kata dalam Bahasa Inggris.
   - [ ] Setuju
   - [ ] Tidak Setuju

6. TPR mengharuskan siswa untuk langsung dapat berbicara dalam Bahasa Inggris.
   - [ ] Setuju
   - [ ] Tidak Setuju

7. TPR membuat siswa merasa cemas saat belajar Bahasa Inggris.
   - [ ] Setuju
   - [ ] Tidak Setuju

8. TPR dapat membuat siswa merasa sukses saat belajar Bahasa Inggris
   - [ ] Setuju
   - [ ] Tidak Setuju
“Children love songs, rhymes and chants and their repetitive nature and rhythm make them an ideal vehicle for language learning” (Brewster, Ellis, Girard. 2002. p. 162)
In this unit, we are going to learn how to combine a chant with the TPR method. This unit also provides the steps to teach English using Chant to young learners.

Dalam unit ini, kita akan mempelajari bagaimana cara mengkombinasikan sebuah chant dengan metode TPR. Unit ini dilengkapi pula dengan langkah-langkah untuk mengajarkan bahasa Inggris menggunakan chant kepada anak-anak.

Chant is rhythmical speaking. The use of Chant in teaching English to young learners aims to introduce stress pattern of words, phrases, and sentences. See how to introduce TPR-Chant in the Demonstration part.

Teacher: (showing the realia of a ruler)
  Look, what is it?
  Repeat after me.
  Ruler. (Making the gesture to have students say the word)

Students: Ruler.
Teacher: Good. Come on, once again. Ruler.

Students: Ruler.
Teacher: Once again.

Students: Ruler.
Teacher: Very good.

(showing the realia of a book)
Say ‘book’. (Making the gesture to have students say the word)

Students: Book.
Teacher: Good. Once again, say ‘book’

Students: Book.
Teacher: once again.

Students: Book.
Teacher: Very Good.

Heny, come here, please.
(Making the gesture to call the student)
Come on say ‘give me a ruler, please’.

Heny: Give me a ruler, please.
Teacher: ‘Here’.
Say ‘Thank you’.

Heny: Thank you.
Teacher: You’re welcome. Very good.

Now, Bayu. Come here, please.
Bayu, come on say to Heny. Give me a book, please!
Bayu : Give me a book please.
Heny : Here.
Teacher : Bayu, say ‘thank you’
Bayu : Thank you.
Teacher : Heny, say ‘you’re welcome’.
Heny : You’re welcome.
Teacher : Very good. Thank you Heny and Bayu. Sit down, please.
Okay.
(Teacher distributed some books and rulers to all of the students)
Okay, one book for you, one ruler for you.
One book, one ruler....
One book, one ruler.....
Now, listen.
(Teacher say the first stanza of the chant and do the action)
(The first stanza of the chant)
Ruler on the book.
Ruler on the book.
Ruler, ruler.
Ruler on the book.
Teacher : Where is your Ruler? Show me your ruler, please.
Where is your book? Show me your book, please.
Come on say together ....
Ruler on the book.
Ruler on the book.
Ruler, ruler.
Ruler on the book.
Teacher : Very good. Look, what is it? Repeat after me. Pencil.
Students : pencil.
Students : Pencil.
Teacher : Once again.
Students : pencil.
Teacher : very good. Everybody, show me your pencil, please.
Are you ready with your pencil?

(Teacher and the students do the second stanza of the chant together.)

(The second stanza of the chant)

Pencil on the book.
Pencil on the book.
Pencil, Pencil.
Pencil on the book.

Teacher : Very good. Now, give me the books, please.
Students : (giving the books)
Teacher : Give me the rulers, please.
Students : (giving the rules)
Teacher : Give me the pencils, please.
Students : (giving the pencils).
Listen to the chant.
Find a partner.
Think about the steps to introduce the chant above to young learners.

Square, Square.
Square, square.
Show me a square.
Square, square.
Show me a square.
Circle, circle.
Show me a circle.
Circle, circle.
Show me a circle.

Dengarkanlah Chant tersebut.
Carilah pasangan kerja Anda.
Pikirkanlah mengenai langkah-langkah untuk mempermemperkenalkan Chant di atas kepada anak-anak.
The following activity is to check your understanding of how to teach a song or chant by using Total physical Response. Aktivitas berikut ini adalah untuk mengecek pemahaman Anda mengenai cara mengajarkan lagu/chant menggunakan metode Total Physical Response.

**Activity 2**

Apakah Anda setuju dengan pernyataan di bawah ini? Centanglah di kotak yang di sediakan.

1. TPR adalah metode yang menekankan pembelajaran hanya melalui aksi.
   - [ ] Setuju
   - [ ] Tidak Setuju

2. TPR tidak menekankan pembelajaran struktur bahasa.
   - [ ] Setuju
   - [ ] Tidak Setuju

   - [ ] Setuju
   - [ ] Tidak Setuju

4. Guru perlu memberikan koreksi secara spontan ketika siswa melakukan kesalahan.
   - [ ] Setuju
   - [ ] Tidak Setuju

5. Guru mengajarkan syair lagu/chant secara bertahap.
   - [ ] Setuju
   - [ ] Tidak Setuju

   - [ ] Setuju
   - [ ] Tidak Setuju

7. Siswa mampu memahami kombinasi kata yang telah dan baru dipelajari.
   - [ ] Setuju
   - [ ] Tidak Setuju

8. Siswa mampu mengingat kosa kata ketika melakukan aksi.
   - [ ] Setuju
   - [ ] Tidak Setuju
“Children love songs, rhymes and chants and their repetitive nature and rhythm make them an ideal vehicle for language learning” (Brewster, Ellis, Girard. 2002. p. 162)
Teaching Demo

Performers

- Choose a song or a chant to teach.
- Prepare the steps for teaching the song or the chant.
- Do a teaching demo in front of your colleagues.

Audiences

- Take a part in the teaching demo as a student.
- After the teaching demo, fill out the rubric provided and write comments on the space available.

- Pilihlah sebuah lagu atau chant untuk mengajar.
- Siapkanlah langkah-langkah untuk mengajarkan lagu atau chant tersebut.
- Lakukanlah sebuah demonstrasi pengajaran di depan rekan lainnya.

- Ambilah bagian dari dalam demonstrasi pengajaran tersebut sebagai seorang siswa.
- Setelah demonstrasi pengajaran selesai, isilah rubrik dan tulislah komentar Anda pada tempat yang telah disediakan.
You put your right hand in.
You put your right hand out.
You put your right hand in.
And you shake it all about.

You do the hokey pokey
and you turn yourself around.
That what it’s all about.

You put your left hand in.
You put your left hand out.
You put your left hand in.
And you shake it all about.

You do the hokey pokey
and you turn yourself around.
That what it’s all about.

Red and yellow
Blue and green
Blue and green
Blue and green
Red and yellow
Blue and green
Colors, colors, colors.
(2x)

Open, shut them, open, shut them
Clap your little hands. (clap, clap)
Open, shut them, open, shut them
Lay them in your lap.
(2x)
CHANTS

This Is A Hat

This is a hat.
Put on the hat.
Take of the hat.
Hang up the hat.
(2x)

Shoes and Shirts

Shoes! Shoes!
Shoes and shirts.
I like shoes and.
I like shirts!
(2x)

Take A Napkin

Take a napkin.
Take a plate.
Take a fork.
Eat the cake.
(2x)
PENILAIAN

Judul : _______________________
Nama : _______________________
Materi: Song/Chant.

<table>
<thead>
<tr>
<th>Pernyataan</th>
<th>Sangat Baik</th>
<th>Baik</th>
<th>Cukup Baik</th>
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<tbody>
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<td>4</td>
<td>3</td>
<td>2</td>
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<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Guru menggunakan suara, mimik/ekspresi, dan isyarat yang jelas.</td>
<td>5</td>
<td>4</td>
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</tr>
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Komentar:
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References:


SOURCES OF PICTURES

Gambar 1: http://aglae89.files.wordpress.com/2010/11/learning-languages-through-fun.jpg


Gambar 3: http://emojipedia.org/clapping-hands-sign/

Gambar 4: http://lessonpix.com/pictures/20018/Stomp%20Feet


Gambar 6: http://yadbyadtempleisaiah.blogspot.com/

Gambar 7: http://www.idees-cate.com/chants.html

Gambar 8: http://www.clipartbest.com/pencil-picture


Gambar 10: http://www.clipartpal.com/clipart_pd/education/books1.html

Appendix 9

The results of the Materials Evaluation
The Results of Interview for Validation.

The interview was conducted on 6 October 2014. The interview belonged to personal communication. Based on the interview, the evaluator stated that the researcher needed to add some activities in the implementation process. The evaluator suggested that it was better for the researcher to provide TPR-video and discuss the basic theories embedded in TPR method in the very first meeting. The researcher needed to inquire the participants to watch the video and stimulate them to some guided question in order to get the participants to be aware of the basic theories.

"Have you watched James Asher’s TPR Video? You should watch it. You could play this video and ask the participants to watch. You discuss the activities in the video. Help them to be aware of three important points which the video states at the beginning. Ask the participants to concern about what things happen in the video. You could direct them using some guided questions, you need also to explain how 'Trace Theory' works in TPR.

The evaluator posed that the module needed to explain those points in Unit 1. Thus, the researcher needed to provide the explanation in the unit. It was important since the researcher are designing the module for the training program.

"You are designing a training program along with the teaching module, right? Have you provided the theories? Where is it? it is important. You need to help them be aware of it. You need to add it in Unit 1.”

The evaluator also gave comments on the ‘activity 1’ of the Unit 1. The evaluator acknowledged that the ‘jumping-jumping’ song provided in the activity 1 was not the appropriate one visualized from the grammar context. The evaluator suggested the researcher to change the song into the appropriate one.
do

"How you sing the song? Well, if we see the song based on the grammatical context, it is not correct. It is because you have the words jumping, hop, and running. They are not parallel."

In the activity 2 of unit 1, the researcher agreed with the activity that the researcher would instruct the participants to choose some statements provided. The activity was design to assess the participants' understanding of the TPR’s benefits. The evaluator agreed since the statements had been made based on TPR Theories.

"Yes, those are right."

The evaluator also rendered the researcher to give explanation in the demonstration parts of unit 2. He suggested the researcher to explain the way how we use TPR combined with the chant. The researcher needed to add the explanation for the participants to concern that TPR always deals with imperative sentences.

"So, this is one of your chants. Where is the imperative sentence? If the imperative sentence is embedded in the process of introducing the chant, then you should explain it to them."

Evaluator
Appendix 10
The samples of the Rubric Results
<table>
<thead>
<tr>
<th>Pernyataan</th>
<th>Sangat Baik</th>
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<td>3</td>
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Keterangan:

- (1) = memenuhi
- (2) = memenuhi dengan kekurangan
- (3) = memenuhi sedikit
- (4) = memenuhi sedikit dengan kekurangan
- (5) = tidak memenuhi

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Penilaian

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Komentar:

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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Judul : Red & Yellow (Colsours)
Nama : 

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Komentar :

Baik dan jelas, perlu penambahan variasi ok
Appendix 11
The Average of the Participants’ Rubric Results
The Rubric Results of the Participant 1

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The Rubric Results of the Participant 2

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The Rubric Results of the Participant 3

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The Rubric Results of the Participant 4

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The Rubric Results of the Participant 5

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Table 4.9 The Rubric Results of the Participant 6

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The Overall Rubric Results of the Teaching Demos

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<th>Averages (Tot : 6 = Averages)</th>
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Appendix 12
The Samples of the Program Evaluation Results
Mohon untuk mengisi Pertanyaan-pertanyaan dibawah ini.

1. Apa yang Anda dapatkan selama mengikuti program pengayaan metode 'Total Physical Response' ini?

   BANYAK BANGGA. A LOT OF THINGS.
   PENGALAMAN DALAM BELAJAR
   ILMU BARU DAN BISA MEM
   PRATISIKAN LANGSUNG BER-
   SAMPAI TEMAN- TEMAN.
   TERIMA KASIH
   BANYAK, YA.

2. Apa kesan dan pesan anda selama mengikuti program ini?

   I'M REALLY HAPPY TO JOIN
   THIS SHORT TRAINING CLASS.
   IT'S REALLY FUN, EASY TO
   UNDERSTAND. GOOD LUCK
   FOR THE RESEARCH. GOD BLESS
   YOU AND YOUR JOURNEYS.
Mohon untuk mengisi Pertanyaan-pertanyaan dibawah ini.

1. Apa yang Anda dapatkan selama mengikuti program pengayaan metode 'Total Physical Response' ini?

   Yang saya dapatkan ilmu baru dari metode TPR ini jadi paham bagaimana dan cara pengaplikasianya di dalam kelas baik cara pengajaran maupun penanggapannya oleh siswa (Saya berperan menjadi guru dan siswa).

2. Apa kesan dan pesan anda selama mengikuti program ini?

   Saya merasa sangat mengetahui dengan baik cara mengaplikasikan metode TPR ini.
Mohon untuk mengisi Pertanyaan-pertanyaan dibawah ini.

1. Apa yang Anda dapatkan selama mengikuti program pengayaan metode ‘Total Physical Response’ ini?

-Banyak hal yg saya belajar dari bosan blajar metode yang mudah dan memahami inti metap sicilakan banyak bingung pada awal

2. Apa kesan dan pesan anda selama mengikuti program ini?

-Memahami, mengikuti metode yang unik dan membuat bingung tidak perlu menggunakan "hit" dan "slap" dengan operasi artinya. Namun, hal tersebut membuat peserta bingung.
Mohon untuk mengisi Pertanyaan-pertanyaan dibawah ini.

1. Apa yang Anda dapatkan selama mengikuti program pengayaan metode ‘Total Physical Response’ ini?
   - Mengenal cara mengajarkan bahasa dengan metoda praktis langsung dan mengucapkan kosa kata senantinya dengan gerak/tenda yang diunjukkan.
   - Metoda yang sederhana dan mudah untuk diterapkan.

2. Apa kesan dan pesan anda selama mengikuti program ini?
   - Metoda TPR membantu guru untuk mengakulturasi kosa kata asing pada anak tanpa mereka sulit, anak diajak senang & dapat merespon dg tepat.